DOCUMENT RESUME

ED 323 761 FL 018 812

TITLE Evaluating the Benefits of Closed-Captioned TV Programming as Instructional Material for ESL Students. Final Report.

INSTITUTION Center for Applied Linguistics, Washington, D.C.; Prince George's County Public Schools, Upper Marlboro, Md.

PUB DATE 7 Jul 89

NOTE 94p.

PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Elementary Education; *English (Second Language); *Instructional Effectiveness; *Instructional Materials; *Language Attitudes; *Learning Strategies; Lesson Plans; Limited English Speaking; Measurement Techniques; Second Language Instruction; Second Language Learning; *Television

IDENTIFIERS 3 2 1 Contact; *Closed Captioned Television; Reading Rainbow; Sesame Street

ABSTRACT

A pilot study explored the possible affective, linguistic, and strategic benefits of closed-captioned television programming for limited-English-proficient elementary school students studying English as a Second Language (ESL). Four ESL teachers were trained, and lessons and accompanying pre- and post-tests were developed based on captioned episodes from three public television series for children ("Sesame Street," "3-2-1 Contact," and "Reading Rainbow"). The lesson plans and tests were implemented by the four teachers in four pull-out classes that drew an initial cohort of 29 students from fourth through sixth grade classrooms. Researchers observed selected classes and met with school district staff to discuss, develop, and refine the lessons and tests. Informal observation notes and observation protocols, a linguistic coding instrument, a language learning strategy questionnaire, pre- and post-tests based on the lessons, and teacher and student interviews were used to collect data relating to the possible relationship between the lessons and language learning attitudes, language acquisition, and the use and development of language learning strategies, to clarify expectations about closed-captioned television, and to guide a follow-up study. (Author/MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED323761

EVALUATING THE BENEFITS OF CLOSED-CAPTIONED TV PROGRAMMING AS INSTRUCTIONAL MATERIAL FOR ESL STUDENTS

FINAL REPORT

Submitted to the National Captioning Institute by
The Center for Applied Linguistics in Cooperation with
Prince George's County, MD Schools

July 7, 1989

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Tucker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL018812

TABLE OF CONTENTS

ABSTRACT	1
BACKGROUND	1
EXPECTATIONS	3
PROJECT PARTICIPANTS	4
LESSON PLANS	5
TESTING INSTRUMENTS	7
OBSERVATION INSTRUMENTS	7
MEETINGS	9
PROCEDURES	9
RESULTS	10
DISCUSSION	27
FUTURE STEPS	31
REFERENCES	33
APPENDICES	34

A: CCTV GUIDE FOR ELEMENTARY SCHOOL STUDENTS AND TEACHERS
B: LANGUAGE LEARNING STRATEGIES SELF-REPORT QUESTIONNAIRE
C: FOCUS: FIVE CHARACTERISTICS OF COMMUNICATION
D: LESSON PLANS, PRE- & POST-TESTS FOR LESSONS 1-7
E: LESSON TRY-OUT FORM
F: ORIENTATION AND TRAINING WORKSHOP AGENDA

EVALUATING THE BENEFITS OF CLOSED-CAPTIONED TV PROGRAMMING AS INSTRUCTIONAL MATERIAL FOR ESL STUDENTS*

PRELIMINARY REPORT

Abstract

This pilot study explored possible affective, linguistic, and strategic benefits of closed-captioned television programming (CCTV) for limited English proficient (LEP) elementary school students studying English as a second language (ESL). Project staff from the Center for Applied Linguistics (CAL) and a master teacher from the Prince George's (PG) County, MD Public Schools conducted three one-half-day training sessions for three other PG County ESL teachers. CAL staff, PG County teachers, and a PG County testing specialist then developed lessons and accompanying pre- and post-tests based on captioned episodes from the Public Broadcasting Station's (PBS) *Sesame Street, 3-2-1 Contact, and Reading Rainbow* programs. The lesson plans and tests were implemented by the four PG County teachers in four upper elementary school (grades 4-6) classrooms. CAL staff observed selected classes in which eight video segments were presented to students in two-day blocks over a period of 16 weeks. CAL and PG staff met eight times on a bi-weekly basis to discuss, develop, and refine the lessons and tests. Informal observation notes and observation protocols, a linguistic coding instrument, a language learning strategy questionnaire, pre- and post-tests based on the lessons, and teacher and student interviews were used to collect data relating to the possible relationship between the lessons and language learning attitudes, language acquisition, and the employment and development of language learning strategies. Data collected from the tests, observation instruments, and interviews were utilized to clarify expectations about CCTV and to guide a follow-up study.

Background

This project was motivated by several recent research studies and development projects which indicate that CCTV holds promise as a means of teaching English to the increasingly large numbers of LEP students who are entering our nation's schools. These students, as well as native-English speaking students with limited English skills, are typically unable to compete with their schoolmates until they have achieved academic language proficiency, particularly in reading and writing. In many school districts, ESL and remedial English students are kept in special classes until they have achieved satisfactory test scores. Even then, many continue to receive special assistance until school officials are satisfied that they are ready for full mainstream participation.

* We would like to express our gratitude to the administrators, staff, and students of the Prince George's County, MD Public Schools for their cooperation. In particular, we wish to thank the following individuals: E.L. Loh of the Department of Evaluation and Research for expediting our proposal; Lillian Falk and Holly Stein of the ESOL Division for their administrative support; John Nelson of the ESOL Division for his active participation in the planning, coordination, and testing aspects of the project; and Leslie Keeny of the Office of TV Resources for producing dubs of the video segments on very short notice.

Funding for this project was provided by the National Captioning Institute, Falls Church, VA. Thanks are due to our project monitor, Len Novick, and to Grace Higginbottom for her assistance in gaining approval for the use of the video programs.

Video technology holds promise as a supplementary educational medium for language learners. Children are attracted by television, and there are numerous educational programs that can be used to supplement specific curriculum topics and objectives. Gillespie (1981) has discussed the use of television as an aid to the teaching of such skills as listening comprehension, pronunciation, conversation, and composition. She found, for example, that teachers can exploit television programs by creating vocabulary lists which can then be taught in the context of the related television programs.

CCTV was originally developed to assist hearing-impaired individuals, and there is a significant body of research which demonstrates the benefits of CCTV as a tool for the teaching of reading to the deaf, the hearing-impaired, and the learning disabled (*e.g.*, articles by Koskinen, Wilson, and Jensema, 1986, and Koskinen, Wilson, Gambrell, and Jensema, 1986). Recently, a growing number of teachers and researchers have begun experimenting with CCTV as a means of assisting the English language development of LEP students. Some, such as Parlato (1987), have gone so far as to argue that LEP students should be viewed in the same light as hearing-impaired students, since their lack of listening comprehension amounts to a learning disability and because teaching to the hearing-impaired is tantamount to the teaching of language. Even if one rejects this strong view, there can be little doubt that CCTV provides an abundant and ready-made supply of reading material, and that it is thus adaptable for lessons targeting word recognition, vocabulary development, and reading strategies.

Wilson (1983), in a research report on the results of two pilot projects involving groups of elementary school students, found that teachers and students were enthusiastic about the use of CCTV in the teaching of reading. He recommended that future research be conducted to determine which language skills can be taught with CCTV, and he urged that model lesson plans be developed and evaluated. In the same year, Price (1983) conducted a study at Harvard which demonstrated that CCTV aided viewing comprehension even after only one viewing of CCTV material. Two years later, Koskinen and Wilson (1985) found that teachers were creating innovative classroom applications for CCTV, such as the development of lessons focusing on vocabulary development, reading comprehension, and oral reading skills.

Teachers such as Parks (1986) have begun to produce lesson guides and plans for the use of CCTV with elementary ESL students. Moreover, conference presentations and demonstrations on the use of CCTV with LEP students are beginning to appear at meetings of language educators (e.g.,

Parlato, 1986). Furthermore, CCTV decoders and VCR's with built-in decoders are beginning to appear in schools and private households, thus enabling educators and individual citizens to access the growing number of public and commercially-available closed-captioned television programs and video tapes.

Despite these promising trends, there is little sustained or controlled research which can be cited to support the effectiveness of CCTV as a tool for language learning. This pilot study was thus designed to generate some needed exploratory data focusing on the uses and possible advantages of CCTV in the context of elementary school ESL instruction, to provide sustained guidance and training to a team of ESL teachers who could then train other teachers to use the technology effectively, and to provide teachers with the opportunity to develop lessons that would be appropriate for use in an ESL setting.

Expectations

The study was motivated by the need to verify claims of previous researchers and by the desirability of collecting new information regarding possible CCTV benefits in second language acquisition. Because the study was limited to only four months of the school year (February through early June) and begun in the middle of school year, we were not expecting to find dramatic gains in language proficiency as measured by English language proficiency tests or by the pre- and post-tests designed to accompany the lesson plans for this study. However, we did want to measure student and teacher satisfaction with the approach and document the types of learning strategies that students used. Thus, we placed primary focus upon qualitative aspects of language learning, *i.e.*, on the kinds of learning and teaching involved, and looked at differential test scores as indicators of possible trends. Additionally, our expectations were subject to revision as the study proceeded; we were observing classes partly because we wished to learn how CCTV lessons might be implemented in elementary school ESL classes. We were also aware that video programming is a powerful medium even without closed-captions, and would need to be considered as a factor in any conclusions we might draw about the potential of CCTV for second language learning.

With the above in mind, we entered the study expecting:

1. that student attitudes about the technology would be positive, and that this affective factor would facilitate language growth;
2. that a whole language context with visual, graphic, and oral/aural cues, would be provided by CCTV, and that this rich context could be exploited by skilled teachers to encourage language

learning;

3. that the use and development of language learning strategies would be facilitated by CCTV since it engages students and encourages them to learn;
4. that classroom language would be rich in terms of the variety of linguistic acts generated in CCTV classrooms;
5. that CCTV would encourage cooperative learning and thus be particularly effective with heterogeneous grade level and language proficiency groups;
6. that there would be gains in student performance between pre- and post-tests based on the CCTV lessons;
7. that CCTV would be more appropriate for students with some literacy skills in place than with rank beginners.

Project Participants

Students/Classes: The study involved an initial cohort of 29 upper elementary students enrolled in four ESL pull-out classes at four PG County elementary schools. (Pull-out classes are classes in which students with special needs are excused from regular classes for part of the school day to receive special instruction.) In many pull-out programs, including the one in PG County, students can be entered or exited throughout the school year, and can come from different grade/age groups. The students in this study were being pulled out in order to receive instruction designed to improve their English language skills. The language proficiency of the students was determined by PG County test scores on the Second Language Oral Proficiency Exam (SLOPE) and a SLOPE reading/writing test designed by the PG County language testing specialist. Most of the students in the targeted classes were ranked as high-beginning to intermediate in language proficiency, but there were some absolute beginners included in the sample. Students in our sample ranged from grade four to grade six (ages 9-12). Thus, students were heterogeneous in terms of language proficiency, grade/age level, and cultural adjustment. There was student attrition and turnover, particularly in one class which ended the year with only four of the original students who began the study.

Classes varied in the amount of time and frequency of meeting. Two of the classes met every day of the week for approximately 40 minutes; one met three days a week for approximately 40 minutes; while the other alternated between a two-day and a three-day week, again meeting for approximately 40 minutes. Approximately 50% of these students were of Hispanic origin, and the rest were representative of Asian and African ethnolinguistic groups. Students were informed about the nature of the study by their teachers and through a consent form which they were asked

to have their parents or guardians sign.

Teachers: Four PG County teachers were involved this study. One teacher, Carolyn Parks, was regarded as a master teacher on the basis of the fact that she has used CCTV extensively, has developed a manual (Parks, 1986) for the use of CCTV, and has provided in-service training for PG County teachers on the use of CCTV. Part of Ms. Parks' assignment was to produce a guide to CCTV instruction for use with elementary ESL students (see Appendix A). The other three teachers, Mathilda Webb, Dorothy Chipps-Wilson, and Charlene Stiefvater, volunteered for the study after being approached by the PG County ESOL Coordinator. (Mrs. Webb had to take a one-month leave of absence due to a family illness, and this resulted in the need for some revisions in our original lesson implementation/observation schedule.)

Testing Specialist: John Nelson of the PG County ESOL Division served as adviser in the development, administration, and analysis of the pre- and post-tests. He attended the bi-weekly meetings at which he presented test results and drafts of tests.

CAL staff: George Spanos directed the study. He and Grace Burkart planned meetings, met with teachers, produced lesson plans and tests, observed classes, interviewed students and teachers, and analyzed data. Gina Richardson adapted the language strategies instrument (see Appendix B), met with teachers at the orientation meeting, observed classes, conducted teacher and student interviews, and analyzed data. Ann Kennedy met with teachers at the orientation meeting to discuss the "Focus" instrument (see Appendix C), observed and coded classes, conducted teacher and student interviews, and analyzed data.

Lesson Plans

A total of eight lessons (see Appendix D) were used in the study. Six of the lessons were based on selections from *Sesame Street* episodes, and involved familiar Muppet characters such as Kermit the Frog and Grover, as well as live characters. Another lesson was selected from the PBS science series, *3-2-1 Contact*. An eighth lesson was selected from the *Reading Rainbow* series, and was implemented by three of the teachers using self-developed lesson plans. (The group did not wish to get too far ahead of Mrs. Webb during her absence, and so they were asked to create their own lesson plan for Week 5)

The lessons used and the week and time period during 1989 when they were implemented are listed below:

Week 1: Lesson 1, "Long and Short" (2/9-2/22)
Week 2: Lesson2, "Traffic Lights" (2/23-3/8)
Week 3: Lesson 3, "Climb a Boy" (3/9-3/22)
Week 4: Lesson 4, "Martian Beauty" (3/23-4/12)
Week 5: Lesson 8*, "Liang and the Magic Paintbrush" (4/13-4/26)
* This lesson was originally scheduled for the eighth week, but was moved up due to Mrs. Webb's absence.
Week 6: Lesson 5, "Grover the Salesman" (4/27-5/10)
Week 7: Lesson 6, "Chinese Noodles" (5/11-5/24)
Week 8: Lesson 7, "Parachute Jump" (5/25-6/7)

Each lesson except Lesson 8 had a pre- and a post-test (the pre- and post-test were identical for each individual lesson) and was designed according to a two-day format which began with the pre-test, presented the lesson as a series of steps, and ended with a post-test. Tests were graded by the teachers and then passed on to the testing specialist for analysis.

On the first day of each lesson, each class performed the same exercises. On the second day, each class began with a review of the Day 1 lesson. After the review, two types of execise were used. The first type was designed to be used with the captions on the screen, the second with the captions off. Two classes per lesson followed the captioned exercises, while the other two followed the non-captioned exercises. The lesson implementation schedule was set up so that classes alternated from lesson to lesson using either the captioned or the non-captioned Day 2 exercises. In this way, we hoped to collect data which would reveal differences between captioned and non-captioned video instruction.

The initial lesson plan ("Long and Short") was based on a lesson plan developed by Carolyn Parks, and subsequent lessons used this model with variations as necessary. Transcripts of the captions were provided to the teachers and were sometimes given to students as reading material. The exercises involved a variety of activities involving a combination of listening to the audio track, watching the video, and reading the captions. The CCTV technology allows for the following five possible modes of presentation: watch/listen/read; watch/listen; listen-only; watch/read; watch-only. (It is not possible to listen and read at the same time because the captions do not remain on the screen when the picture is blocked.) Each mode was exploited at various times in the lesson plans.

Testing Instruments

In addition to the PG County-administered SLOPE tests, students were administered pre- and post-tests (see Appendix D) based on the CCTV lesson plans developed for this study. Each test took approximately 15 minutes to administer in class, was scored by teachers after class, and sent to the testing specialist for recording and analysis.

The seven tests were devised to reflect the content of the seven lessons for which group-developed lesson plans were prepared. The same test was used for both pre-testing and post-testing in each lesson. Each test consisted of three parts. Part One tested listening comprehension and the ability to match a word, phrase, or sentence spoken by the teacher to its written form. The students were asked to choose from three options for each of five items spoken by the teacher.

Part Two tested word recognition and reading comprehension through a cloze reading passage in which five selected words were deleted. The student selected the appropriate items for the blanks from a list of six words given at the beginning of the passage.

Part Three tested listening comprehension and spelling through dictation of short sentences. In Lessons 1-4 the student was asked to write entire sentences. In Lessons 5-7 a part of each sentence was written in, so that the student heard the complete sentence but had to write only part of it.

The maximum possible score for each test was 20 points, divided as follows: Part One - 5 points, Part Two - 5 points, and Part Three - 10 points. There was some increase in difficulty of content from one test to the next, but the format and item types remained essentially the same (except for the slight change in Part Three).

Observation Instruments

Information focusing on the affective, strategic, and linguistic factors attending CCTV instruction was collected through the use of informal classroom observation notes, lesson try-out forms provided to teachers for each lesson (see Appendix E), notes taken at bi-weekly meetings, and notes from after-school interviews with students and teachers. (The try-out forms used for the first two lessons were modified for use with Lessons 3-8 in order to provide opportunities for the teachers to provide more focused information regarding possible affective, linguistic, and strategic benefits of the lessons.)

Two special data collection instruments were used in this study. The first, the Strategy Inventory for Language Learners (SILL) (Oxford, 1987), was

adapted by Gina Richardson of CAL for use with low proficiency, upper elementary school, ESL students (see Appendix B). The instrument is a self-report questionnaire which solicits information regarding the use of second language learning strategies. Ms. Richardson was aided in her adaptation of the instrument by comments and suggestions solicited from the teachers at the bi-weekly meetings and by her colleagues from CAL. In order to make the instrument appropriate for this study, the following changes were made:

1. the number of questions was reduced from 51 to 21 with inappropriate questions omitted;
2. the language of the questions was simplified or altered to match the age and linguistic proficiency of the subjects;
3. the original five-point rating scale was changed to a three-point scale.

Twenty-eight students responded to the learning strategies questionnaire. Students were selected for interviews after Ms. Richardson tallied and analyzed the results. The questionnaire was presented in English with the teacher available to provide explanations as needed. Native language translators were available for those students with extremely low English language proficiency at the time the questionnaire was given.

Due to the adaptations made for the purposes of this study, we cannot assume that the reliability and validity of the original SILL instrument applies to our adaptation. Therefore, in the "Results" section, we simply report student responses to the questions and speculate on how the responses relate to our expectations regarding CCTV.

The second instrument, Fanselow's (1987) "Focus" instrument (see Appendix C), was used by Ann Kennedy of CAL to code and analyze audio-taped and hand-recorded transcriptions of classroom language generated by the CCTV lessons which were observed by the CAL researchers. This instrument allows the researcher to investigate in a non-judgmental manner what Fanselow designates as the five major categories of communication: the **source** (**S**) or target of communication, *e.g.*, the teacher or student; the type of linguistic **move** (**M**) involved in the communication, *e.g.*, responding or reacting; the **medium** (**Me**) of communication, *e.g.*, linguistic or non-linguistic; the **use** (**U**) to which the communication is put, *e.g.*, presenting or relating information; and the **content** (**C**) of the communication, *e.g.*, study or procedure. (Further subcategories are explained in the "Results" section below.) For this study, Ms. Kennedy was particularly interested in the types of communication relating to language learning within each of these categories.

Meetings

Preliminary Meetings and Activities

CAL project staff met to plan a one and a half-day training workshop. Workshop planning involved preparation of the questionnaire and observation instruments, and selection of programs from *Sesame Street*, *3-2-1 Contact*, and *Reading Rainbow*. It was necessary to receive permission from the Public Broadcasting System for the use of the programs. Dubs of the video programs to be used were prepared by the Prince George's County Office of TV Resources. The master teacher began to collect information on appropriate programs for elementary school ESL students.

Orientation and Training Meetings

A one and a half-day (nine total hours) training workshop (see workshop agenda, Appendix F) was conducted in which the master teacher and CAL staff trained the other three teachers in the use of CCTV. The training workshop included the following activities: teacher orientation to the project and CCTV; orientation to the observation instruments; identification of targeted instructional objectives; formulation of program of instruction; selection of classes to participate in the study; consideration of language exercises and activities; selection of CCTV segments; design of pre- and post-tests; and creation of one lesson plan and test for the first program and a draft of a second lesson plan and test to be used with the second program.

Bi-Weekly Feedback/ Lesson Development Meetings

Teachers met eight times on a bi-weekly basis (three hours per meeting) with the testing specialist and one or two CAL staff members to discuss tests and lesson try-outs, and to develop and refine upcoming lessons and tests.

In-House Meetings

CAL staff met approximately once every two weeks to discuss observations, to produce final drafts of lessons and tests, and to plan teacher meetings and observations.

Procedures

Implementation of Lessons and Tests

The first day of instruction was the same for all four classes, *i.e.*, for the two classes which would use captions on Day 2 and those which would not use captions on Day 2. On Day 2, two of the classes used a lesson format which involved the reading of captions for specific steps in the lesson. The other two classes did not use captions, but included activities which sought to teach comparable content. The aim was to generate information

pertaining to possible differences between the two types of classes regarding the nature of student and teacher language, the employment of language learning strategies, and gains in post-test scores.

Implementation, Observations, and Interviews

The program was implemented at four schools by the four teachers. The percentage of total ESOL instructional time during which teachers used program materials ranged from 25% by Parks and Webb, to 33% and 50% for Stiefvater and Chipps-Wilson, respectively. The reason for this variation was that the four classes differed in terms of total contact time, as described on p. 4 above.

Video programming was presented as a supplement to regular instruction not as a substitute; *i.e.*, regular classroom activities proceeded as this study was being conducted. However, televised lesson plans were the sole focus on days when they were implemented. Lesson implementation proceeded over a period of 16 weeks, allowing a two week time frame within which each of the lesson plans could be used. The first six programs (Lessons 1-4, 8, and 5) were presented over the course of the first 13 weeks (there was a one week break for the Easter holiday). Project staff recorded observations through notes, audio recordings, and observational protocols. The final two programs were observed by project staff using the observation instruments during the last four weeks. Observers met with the teachers and/or some of the students after class to discuss the lessons. Project staff observed each class four times (16 total visits). Half of the visits (8 total visits) were scheduled for the last two lessons. The reason for this was to give the teachers and students time to gain experience with the televised lessons, and to allow the researchers time to familiarize themselves with the lesson plans, to prepare the observation instruments, and to solicit teacher feedback.

Results

Data from the student and teacher interviews, teacher reports lesson try-out forms, and observation notes have been synthesized below. Affective, linguistic, and strategic factors have been discussed which relate specifically to perceived differences between video instruction with closed-captions and video instruction without closed-captions. Affective factors are those related to student or teacher attitudes and motivation to learn, *e.g.*, enthusiasm, frustration, etc. Linguistic factors are those relating to student or teacher uses of language, and the students' acquisition of grammar, vocabulary, and usage, *e.g.*, use of the English tenses, the learning of special terms, or the ability to give directions. Strategic factors are those which relate to the ways in which students learn, *e.g.*, through the use of mnemonic devices, the

categorization of information, the use of imagery, etc.

Data generated by the two observation instruments relating to these factors, and data from the pre- and post-tests relating to the acquisition of language under the two conditions are presented separately following this section.

Data from Interviews, Teacher Reports, Try-Out Forms, Observation Notes

Students were typically on task when the lessons were presented. They delighted in seeing animated characters, hand-puppets, and high interest content such as airplanes and parachute jumpers. Their reactions, as reported by the teachers and confirmed by the observations and interviews, included delight, laughter, spontaneity, involvement, enthusiasm, pleasure and surprise. At the beginning of the project, some students demonstrated anxiety when pre- and post-tests were administered. However, this anxiety tended to dissipate in later lessons as they began to grow familiar with the test format and the general flow of the lessons. On several occasions, when captions were not on display, students indicated that they missed them and asked the teacher if they could be put back on the screen. Occasionally, students were distracted by poor video and audio quality (one teacher's VCR lacked a tracking control knob), difficulty in reading the captions, and the need for the teacher to continually pause, rewind, and fast forward the tape, or to otherwise interrupt the video presentation with instructions or exercises. Late in the project, however, two students indicated in an interview that they understood the pedagogical necessity for the interruptions.

Teachers were enthusiastic about the televised lessons, and they generally agreed that they were a powerful inducement to language learning. They were also unanimous in their belief that the lessons and project were a positive experience, and that they wished to continue using CCTV instruction. Their reactions were mixed, however, in their assessment of the role of the captions in explaining why students liked the lessons. Some teachers indicated that, for certain lessons, straight video and audio without the captions would have been more appropriate. It seems clear that language proficiency and classroom contact time played definite roles when the more difficult lessons (e.g., Lesson 7, "Parachute Jumping") were presented. The group with the lowest language proficiency and the fewest number of contact hours demonstrated the greatest amount of frustration in performing the activities for Lesson 7. However, when simpler lessons (e.g., Lesson 4, "Martian Beauty") were presented, even the low proficiency group was successful.

Some teachers expressed a desire for less ambitious lessons, *i.e.*, lessons

with fewer and less complicated steps, as the project proceeded. This was partly due to difficulties in manipulating the separate remote controls for the decoder and the VCR while managing the classroom. Some teachers also expressed frustration because, unlike standard subtitles and open-captions, closed-captions do not remain on the screen in the pause function. This makes it more difficult to exploit the text in a pedagogical context. In the later lessons, however, as lessons became more streamlined and teachers became more adept with the technology, these problems began to decrease.

On the try-out form for the first two lessons, teachers were asked if they thought the lesson would have been more successful in the captioned or uncaptioned mode. In later lessons, the form was altered to ask simply if teachers had used a captioned or an uncaptioned lesson and to solicit comments on the adequacy of the lesson plan. The master teacher gave several reasons for preferring the captioned mode. She indicated that the captioned lessons allowed for:

- more variety of language activities;
- more opportunity for students to read, and for teachers to pace reading, and check spelling;
- more visual reinforcement of word/image associations;
- more challenge to students to read quickly and pick out key words;
- more opportunity for auditory discrimination through comparison of captions and audio.

The other teachers frequently echoed these comments, but were generally more reticent to make judgments about the benefits of CCTV. In their answers to the questions regarding uses of language and the employment of learning strategies, they indicated the occurrence of such student responses as:

- an increase in the amount of oral participation;
- more initiation of questions and comments;
- greater awareness of language as evidenced by requests for clarification;
- increased attempts to relate the content and actions on the screen to their own lives;
- and a tendency to pick up and use memorable language from the video, *e.g.*, "Get out of here!" from "Grover the Salesman," and "Happy landing!" from "Climb a Boy."

It is difficult, however, to determine if it is the captions or the video which explains these desirable linguistic phenomena. A common suggestion on the part of the teachers was that the students needed more exposure to

the captions than the amount of time provided for in the lesson plans. Several teachers recommended that the lesson plans be further developed and spread out over a three- to four-day time period which would include ample opportunities for oral, aural, reading, and writing exercises.

Remarks on the try-out forms for Lessons 6 ("Chinese Noodles") and 7 ("Parachute Jump") are particularly illuminating because, by Week 13 of the project, the teachers were quite familiar with the lesson format, the observation instruments, and their students' abilities and attitudes about televised lessons. One of the teacher-trainees pointed out that her students, in an attempt to mimic the technology, attempted to read the distributed transcript of the captions for Lesson 6 while he was watching the uncaptioned video. Another teacher indicated that the "Chinese Noodles" segment provided an opportunity for her students to reminisce about their experiences in making and eating food with relatives. In addition, a total physical response exercise where students handled dough allowed them to acquire cooking terms such as *mix, roll,* and *cut* in a natural manner. The master teacher pointed out that the ability of her students to read along with the rolling captions improved very rapidly with repeated presentations.

One teacher completed a try-out form for the *Reading Rainbow* lesson, "Liang and the Magic Paintbrush," which was implemented in Mrs. Webb's absence. The teacher pointed out that her students were very pleased to find that the captions for this program mirrored the text of the book by the same name. The teachers recognized the desirability of having captioned video lessons for which companion texts exist.

Data Collected Using the Learning Strategies Instrument

Responses to the 21 questions are presented in Appendix B in terms of total *yes, sometimes,* and *no* responses to each question. Teachers reported that the students had little difficulty with the self-report format of the questionnaire, and seemed intrigued by the questions. This was surprising to the teachers of the students with the weakest English skills. The interviews were conducted during implementation of the final two lessons. They were designed to determine whether or not the students applied language learning strategies to the CCTV lessons.

Student answers revealed a preponderance of *yes* and *sometimes* responses for all of the questions. Since all students had been exposed to captioned lessons, it is not possible to point to the CCTV treatment as an explanation for the propensity for students to report the use of strategies. Furthermore, it is possible that students gave *yes* and *sometimes* answers because they either did not fully understand the questions or believed that

the teachers desired affirmative replies. It is also possible that a questionnaire which employed only two categories of reply, "Yes/No" or "Sometimes/No" would result in a greater number of *no* replies. However, the following results of the interviews indicate that language learning strategies were applied by the students to the CCTV lessons:

- The majority of the students enjoyed trying to read the captions, in spite of the fact that many of them thought that reading was harder than simply watching and listening;
- Many students reported that the vocabulary from the CCTV lessons was easier to remember than the vocabulary from other sources. It is unclear, however, if it is the captions, the video, or the combination of both that explains this. At the very least, the captions seem to be a factor in increasing student awareness and appreciation of spelling.
- Many students reported that they felt they learned "faster" with CCTV;
- Some students reported that they recognized and relied upon captions as summaries of longer units of spoken text which were difficult for them;
- The more proficient students remained engaged in the presentations even when the teacher paused to help less proficient students. The reason for this might be that the context provided by the lessons was rich enough and relevant enough to keep them involved.

These results suggest that young language learners do have access to language learning strategies and that the rich context provided by CCTV programming creates opportunities which can be exploited by instructors who wish to include a variety of learning strategies in their classrooms. This is further supported by information gathered using the "Focus" instrument.

Data Collected Using the "Focus" Instrument

Classroom interactions captured by the "Focus" instrument provided support for comments made by the teachers on their try-out forms and during their interviews, particularly regarding positive student attitudes and spontaneous and varied speech patterns related to the captioned video. Evidence was also found for the use of some of the language learning strategies and attitudes which students indicated on the self-report questionnaire and subsequent interviews.

The following terms and abbreviations from Fanselow (1987) are used in the coding of the transcripts:

Source: S (who or what is communicating to whom or what)
- Teacher: T
- Student: S
- Class: C
- Group: G
- Other: O (*e.g.*, video)

Move: M (what is the purpose of the communication)
- Structure: Str (*e.g.*, giving directions)
- Solicit: Sol (*e.g.*, asking questions)
- React: Rea (*e.g.*, taking directions)
- Respond: Res (*e.g.*, answering questions)

Medium: Me (what mediums are used to communicate)
- Linguistic: L (*e.g.*, speaking)
- Non-Linguistic: N (*e.g.*, music, noise)
- Paralinguistic: P (*e.g.*, intonation, gestures)
- Silence: Sil

Use: U (how the mediums are used to take in or communicate content)
- Present: P (*e.g.*, stating something; reading orally)
- Attend: A (*e.g.*, listening)
- Re-produce: D Rep (*e.g.*, paraphrasing)
- Characterize: C (*e.g.*, evaluating)
- Relate: R (*e.g.*, explaining or interpreting)
- Set: S (*e.g.*, classifying)

Content: C (what areas of content are communicated)
- Study: S (*e.g.*, content from the lesson)
- Life: F (*e.g.*, content from personal life)
- Procedure: P (*e.g.*, content from teacher's directions)

With respect to student attitudes about language learning through CCTV, the following portions of transcripts are instructive:

	S	M	Me	U	C
S: I'm so happy!					
T: Why are you so happy?					
S: (points to tv and giggles)					

This interaction occurred after the first viewing of a new CCTV lesson. The student initiated the interaction (*i.e.*, the student presented the message). The skilled teacher attempted more exchange by asking why (in a complete sentence). The student was unable to respond verbally, but was able to communicate (relate) her intention successfully.

In the following exchange, the teacher asked the students to read the captions on the screen without the audio. Student 1 in the following transcript reacted to the task by complaining:

	S	M	Me	U	C
(video running)					
S1: We have to hear it!					
T: (laughs)					
Do you know why?					
We're going to read it here.					
(pointing to tv screen)					
S2: It goes away.					
T: Yes.					
It goes away.					
Good thinking.					
Say it, please.					
SS: (reading aloud very loudly)					
T: (shutting off tv)					
SS: No, no! Turn it back!					

The first student initiated (presented) the discussion. He expected to have the audio portion to help him read the captions. The teacher challenged the students to read it on their own. One student observed (related) that the captions disappeared after a short time from the screen. He was complimented by the teacher, who continued to let the students know that they were expected to try to read without the help of the audio. They read along (presented), as best as they could to the end of the lesson. As the teacher turned off the VCR, a number of students reacted linguistically (presented).

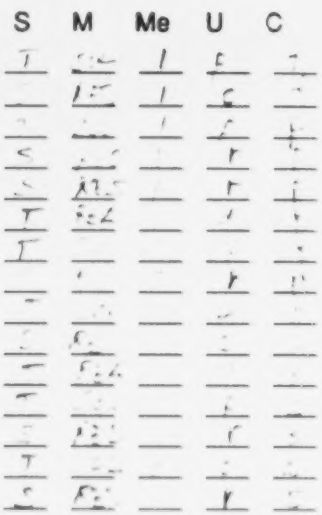
Another transcript shows how a skilled teacher can promote positive attitudes toward the technology. In the following transcript, the teacher encouraged and respected the opinions of her students, encouraged risk-taking, and verified the strategies used by the students.

	S	M	Me	U	C
T: How did you feel?					
Any problems?					
S1: too fast					
S2: hard--can't read too fast					
I can read it.					
T: (laughs)					
T: SeJin, will you read?					
S: (attempts to read, misses some words, but picks up as each new caption appears)					
T: That's how we read!					
We get the words we can!					

This teacher accepted a "problem" with the technology, and turned it into a quick lesson on reading strategies.

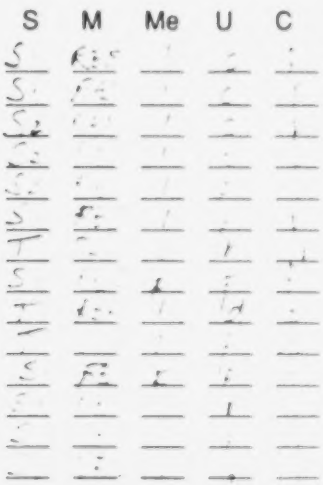
The next two transcripts document interviews in which students were asked directly by the interviewer (I) about their opinions on the use of CCTV in their classroom:

I: Do you like [CCTV]?
S: Yes.
I: What do you like best about it?
S: It covers the screen.
I can read it.
I: I see. You try to read it.
Do you like that more than listening?
S: It's easier with (than) the captions.
I: So reading is harder?
S: Yes, but I like the reading.
I: So reading is harder, but you like it.
Why?
S: Is fast. I like to read fast.
I: Are there other things?
S: It helps learn.



This transcript indicates both that the student enjoys CCTV and that she has found that it enables her to read at a faster pace. Moreover, she realizes that CCTV is a learning tool. Two other students, when asked whether they preferred reading or listening to televised lessons, responded in the following way:

S1: I like to read the words.
I like to listen the words.
S2: For me, is better to read.
I don't know a word, I ask my father.
My father writes down the words I learn.
S1: I look for word I don't know.
I: On the TV?
S1: (nods)
I: You look for words you don't know and
then you, ah, do you look the words up?
S1: (shakes head)
I like so ... I look for them.
I don't know them.
I learn listen.



These students were clearly aware of one of the chief features of CCTV: they were able to see the written forms of unfamiliar language as they were listening to the audio track. In this case, both students seemed to appreciate the fact that CCTV allowed them to learn while they were watching and listening.

Teachers also commented on their try-out forms that the captioned video lessons produced a great deal of spontaneous speech related to the content of the videos. The following transcript documents an instance of one student's reaction to the second viewing of "Chinese Noodles":

T: Are you ready to do it (read) together?
SS: (looking, but not reading aloud)
T: Stay with it! Try!
SS: (none read aloud)
S1: I never eat that (noodles)!

S	M	Me	U	C
T	SOL	I	P	T
C	RES	S	Q	T
I	T.	I	T	T
C	T	S	Q	T
T	T	T	T	T

Although the students didn't produce language by reading aloud, we have an instance where a student reacted to the content of the lesson. Teachers noted that this particular lesson caused a lot of discussion about memories of making noodles in their grandmothers' kitchens and about food in general.

In the following transcripts, we see students using language for a particular purpose:

T: I need better reading.
S1: We can't see.
T: You can't see.
S1: When you put your finger.
T: Should I use a ruler?

S	M	Me	U	C
T	T	I	C	T
T	Nic	I	I	T
T	T	T	T	T
T	S	T	T	T
T	T	T	T	T

In this case, the purpose was to explain. A low level student struggled with language to make the teacher aware of a problem. She recognized the problem (by repeating it) and the student then attempted to solve the problem. The teacher understood and offered an option.

Teachers exploited the CCTV by focusing often on spelling. This awareness was expressed by students as they attended to exercises or tests based on the lessons. There were a number of times when the students needed clarification, or verification of what they were reading:

T: (handing out exercise)
Read to yourself...quietly.
S1: (reading)
Spelling is s-e-n-t, right?

S	M	Me	U	C
T	T	S	T	T
T	T	I	T	T
T	T	S	T	T
T	T	T	T	T

The student needed verification of a word he saw, and although his oral skills were minimal, he used language to ask for clarification.

One post-test contained an error. An observer was present in two classes when the test was given, and the following exchanges were noted:

	S	M	Me	U	C
S1: (reading)	S	RES	S	a	
Why you say *are are*?	S	REA	I		
T: (laughs)	T	REA			
Good for you!	T	REA	I		

The student discovered the typo, reacted verbally but ungrammatically, and received positive feedback for his efforts:

	S	M	Me	U	C
S1: There's a 2 *are* over there!	S	REA	I		
T: (laughs)	T	REA			
Matty found a mistake!	T	RES			
There are 2 *ares*.	T	SAY			
Just pretend they aren't there.	T	STA	I	I	
S2: I'm going to cross it out.	S2	STA			

A student in another class also reacted verbally though with questionable grammar. The teacher gave positive feedback and offered the class a strategy. One student rejected the teacher's strategy and made his own strategy known to the class.

In addition to spontaneous language, teachers were impressed by the retention of new vocabulary presented in the video lessons. In the following interaction, the teacher started to set up an exercise, but was interrupted by a student:

	S	M	Me	U	C
T: We want to put them (sentences written on cards)...	T	SAY	I		
S1: in order!	S1				
T: That's right!	T				
Put your sentences up by your chins.	T				
SS: (uproar)	G	REA			
chins! chins!	G	REA			
(pointing)	G	REA			

The transcript shows the student's delight in predicting the teacher's instructions spontaneously. When the teacher said ***chins***, the other students reacted very loudly--laughing and pointing to their chins. They were delighted to remember this vocabulary word that had been first presented in a lesson six weeks before.

The next transcript documents an example of vocabulary and grammar structure retention. The students had seen (video and captions) and heard

the lesson the day before. The first task of this day was to re-produce the narrative of the video by the visual cues only:

	S	M	Me	U	C
T: Tell me what she's doing.					
S1: She's putting out...					
S2: She's opening...					
S3: She's swinging around...					
T: (pointing to screen as new motion appears)					
T: Let's go! (quoting from lesson)					
S4: You forgot *hook up*					
S?: You missed one--*stand by*					
T: (laughs)					
You've got all these words in your heads!					

There was a great deal of participation as different students produced (re-produced) the phrases. Some students were obviously listening and maintaining a mental checklist (attending) as the sentences were produced. These students added the "missed" verbs (related) after the teacher gave the signal for the end of the exercise. The teacher modeled how to react with a meaningful, personal comment.

The following exchange shows a great diversity of language types as the students are guided along by a skilled teacher:

	S	M	Me	U	C
S1: uh, oh!					
T: It's a long one (CCTV lesson)!					
What did you think?					
Feelings?					
S2: too fast					
S3: I can't see.					
T: because of my ruler.					
T: What do you think? (pointing to a student)					
S4: It's a true story.					
T: It's a real lesson.					
S2: I can't see what that means... I can't					
(moves hands)					
I...can't...see on screen					
T: Giselle, what do you think?					
She's a fast reader.					
S5: After we know, it's easier.					
T: This is part of learning, Miguel--repetition.					
T: Okay, keep going. Let me give you another chance.					
T: Miguel, you'll get a good one next.					
T: (turns on CCTV)					
S2(Miguel): uhh, Oh!					
S3: Oh, you missed one maybe.					

The teacher presented a new captioned lesson and one student initiated the discussion by reacting paralinguistically. The students used functional language to react, give opinions, express frustration, offer rationale, and express empathy. The teacher was skilled in directing "non-academic" uses of language in the classroom. She also made them aware of learning strategies that may not have been available to them without CCTV lessons.

Observers had certain expectations regarding CCTV, but were unprepared to document clear-cut instances of reading. The following transcript suggests decoding abilities and comprehension:

	S	M	Me	U	C
T: Let's look for those (words) now.					
(CCTV lesson rolling for approx. 2 minutes)					
SS: (3 students-mouthing the words)					
SS: (giggling)					

The teacher set up Lesson 3 ("Let's Climb") as a silent reading. She asked them to look for certain words, and three responded by actually "mouthing" the captions (attended linguistically); the giggling suggested appropriate comprehension.

The next transcript shows what happened with the audio turned off and only the captions to confirm the content:

	S	M	Me	U	C
T: We're not going to hear it.					
Look. Watch.					
(points to her eyes)					
No sound.					
SS: (attending)					
SS: (3 out of 14 mouthing)					
T: (turns off video)					
T: What was the teacher telling her?					
S1: Put your feet out.					
S2: Get in airplane. Then....					
T: Good. We're using *then*....					
S3: fly up...put out...					
T: Put out what?					
SS: feet!					

The teacher gave a very precise preface to the lesson to a low level proficiency class. The students attended, and we can assume, attempted to read the captions. There was a high participation rate; students presented, in a very natural way, imperative statements relating to the visual cues. One student also very naturally slipped in *then* , a word not captioned, but a

transition word and concept obviously acquired in an earlier lesson.

With respect, then, to the question of how much the students actually read, observers saw students "mouthing" the words and picking out discrete vocabulary items and re-producing the captions orally. The students were also guided to pace their reading (as fluent readers do) by the "clusters" that appeared on the screen.

S	M	Me	U	C

T: SeJin, will you read?
S: (attempts to read, misses some words, but picks up as each new caption appears)
T: That's how we read! We get the words we can!

The student met the challenge of attempting to "keep up" with the pace of the captioning as it appeared on the screen. He and others in this class were learning incidentally that getting tripped up on unknown or "difficult" words when reading is not necessarily the most efficient way to get the general meaning. Language educators recognize that significant learning takes place incidentally, *i.e.*, without formal presentation, but naturally, and through observation of models.

Other instances of incidental learning were noticed on numerous occasions in the video lessons. Another example is evident in the following transcript from a classroom where the captions were not in use:

S	M	Me	U	C

T: Tell me what she's doing.
SS: (watching video)
S1: She's putting out.
S2: She's opening.
S3: She's swinging around.

Although there had been no presentation of the present continuous structure (i.e., the verb TO BE + -ing form of the main verb), the students were presenting grammatically correct verb forms naturally from visual cues. They may have been remembering what they had heard and read from the previous day's lesson, but they were still able to produce it themselves, and without prompting. It is also interesting to note that the sentences required no correction from the teacher, and that the *s* sound is a particularly difficult morpheme for most students of this proficiency level. At any rate, the captions of this lesson would have reinforced the grammar structure, the spelling and the pronunciation of the students' responses for those who might have needed the redundancy.

There are numerous additional examples of pedagogical spin-offs which appeared in the CCTV classes. For example, in one transcript, the teacher exploited the captions to give a lesson in pronunciation:

	S	M	Me	U	C
T: (points at *ch* in *parachute*)					
T: *Ch* but it sounds like *sh* .					
T: Strange thing in English					

The fact that the words were on the screen afforded opportunities for the teacher to point out spelling and give a personal reaction to the logic, or lack thereof, of English orthography. CCTV in connection with the use of a VCR maximizes opportunities for linguistic and visual redundancy through the use of replays of the captioned video. The following transcript reveals a teacher exploiting the technology to teach pronunciation, meaning, grammar, and spelling in one very quick lesson:

	S	M	Me	U	C
T: Snores. Snores.					
SS: Snores					
T: What does it mean?					
SS (snorts)					
T: Where do we do it?					
T: At school? At church?					
SS: Sleep.					
T: How do you spell it?					
S1: s-n-o-r-e-s					
T: Why *s* ?					
S2: Subject is *she* ?					
T: (nods)					
T: Spell *shopping*.					
S3: s-h-o-p-p-i-n-g					
T: Carlos, how many *p* 's?					
S4: Two.					

In this case, the pronunciation and meaning of *snores* was reinforced in isolation after the students had already heard and seen it in context. A quick reference to the third person present tense singular form was made--a difficult form for ESL learners both in pronunciation and writing. The spelling of *shopping* was also dealt with through reference to the video and the captions.

A final transcript summarizes the richness of language, the attention to detail that the students can get from information received aurally and/or visually, and the opportunity for cooperative learning, where students can work together in problem-solving activities :

	S	M	Me	U	C
T: Would you draw a parachute on the board?					
T: (points to student)					
T: (leaves the room)					
S1: (to other) chute?					
SS: parachute! parachute!					
S1: (draws)					
S2,3,4: (watch)					
S5: (seems bored; doesn't seem to attend)					
S2: (to S1) You forget wing.					
S1: Oh. (draws wing)					
S?: Where (inaudible)					
S5: You forgot the emergency parachute.					
SS: yea, yea					
S1: (draws emergency parachute)					

This exchange was teacher-directed, but student-run. In the first moments of the class, the teacher was called out of the room for administrative reasons. She asked one student to draw the parachute as a review of the lesson from the day before. The student artist asked his peers for clarification ("chute?") and was given immediate feedback. All the students except one watched (attended) the process and some initiated comments (presented) on the lack of detail. One female student who seemed inattentive picked up on an important detail (attended) and waited until the student had signaled that he was done before she gave her feedback (presented). They had been given enough information the day before to allow them to follow through successfully on a task without the aid of the teacher. Any uncertainty was clarified by their peers and in the company of their peers.

Tests

Results of the pre- and post-tests are summarized in Table 1:

	L1		L2		L3		L4		L5		L6		L7	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
tot no. of tests	28	28	29	28	26	26	31	31	27	27	25	25	25	25
mean 20	11.6	13.7	13.6	14.6	10.5	11.7	11.1	11.9	10.5	12.9	10.0	11.0	10.1	12.8
range/20	0-20	3-20	2-20	1-20	1-19	1-20	1-20	3-20	0-20	1-20	0-20	3-20	2-19	3-20
diff. %														
sec. I	84	94	89	91	82.2	76	84.2	87.2	81.4	77.8	88	84	92	90
sec. II	52	67	60	67	42	54	57.4	54.8	37.8	53.2	36	42	23	56.8
sec. III	50.8	56.5	60	67	26.8	40.8	43.7	49.0	54.4	59.6	45.6	43.2	44.8	49.4
class avgs.														
class a	18	19	18.6	19.3	15.8	18.8	17.6	18.8	17	19.3	16.6	17.6	15.0	17.3
class b	5.2	8.7	11.4	12.8	7.2	7.6	6.0	6.5	6.4	9.8	7.2	8.6	8.0	5.0
class c	9.7	12.3	9.7	10.7	7.2	9.0	10.0	10.3	9.6	10.0	8.6	9.3	8.1	11.1
class d	11.0	12.6	13.7	14.8	9.7	9.5	12.1	13.0	10.2	12.9	10.1	9.8	9.0	13.7
student scores														
class a														
s1	20	20	20	20	18	19	19	20	19	19	20	20	19	20
s2	20	20	20	20	-	-	20	20	20	20	-	-	17	19
s3	18	19	20	19	17	20	20	20	19	20	15	17	15	17
s4	18	18	19	20	19	20	16	20	20	19	18	17	11	18
s5	17	20	16	19	15	19	14	17	16	20	13	16	13	15
s6	18	18	19	20	19	20	16	20	20	19	18	17	11	18
class b														
s1	5	13	11	13	6	7	7	-	-	8	6	8	11	5
s2	0	3	5	4	2	4	3	5	6	3	3	6	4	4
s3	9	9	14	14	8	-	10	-	6	14	7	9	9	6
s4	-	-	15	18	16	15	16	15	12	16	15	12	11	-
class c														
s1	16	18	17	18	18	19	17	19	18	17	15	16	13	16
s2	15	15	18	18	-	18	17	18	16	17	14	17	13	17
s3	8	11	7	9	7	7	5	6	3	8	8	3	8	11
s4	14	16	19	-	13	-	15	17	16	13	15	17	10	16
s5	5	9	5	6	3	7	5	4	5	5	4	4	5	11
s6	8	11	4	7	4	6	3	3	5	6	1	4	2	3
s7	2	6	7	6	4	6	8	5	4	4	3	4	6	4
class d														
s1	20	20	19	19	17	18	19	18	17	18	17	11	10	19
s2	19	19	16	17	14	15	10	12	12	14	12	11	11	15
s3	17	19	13	20	17	17	18	20	17	-	14	18	12	17
s4	18	18	18	19	15	16	15	17	13	19	15	17	12	15
s5	12	-	17	17	7	9	11	9	10	10	-	5	10	14
s6	-	-	19	17	4	5	14	17	13	17	8	8	9	16
s7	10	13	13	14	6	5	9	14	11	12	7	8	6	9
s8	9	14	14	14	10	7	15	13	12	18	7	7	7	11
s9	4	5	6	10	6	2	7	9	6	6	7	4	4	7
s10	2	5	2	1	1	1	3	1	0	1	4	4	-	5

Table 1: Results of Pre- & Post Tests

In addition to the pre- and post-tests, data were also received from the master teacher,who administered the SLOPE reading/writing test in March, 1989 and again in June. Scores for all of the students improved, as Table 2 shows.

Student	3/89	6/89
1	23	26
2	20	23
3	12	26
4	15	21
5	10	19
6	3	20

Table 2: SLOPE Reading/Writing Scores for One Class
(0-5: illiterate; 6-15: limited literacy;
16-25: fair literacy; 26-30: proficient)

The pre- and post-test results can be summarized in the manner:

1. There was extreme variability in the performance of the test population taken as a whole. On the pre-tests, individual students scored as low as 0, 1, or 2 points out of the maximum of 20, while highest scores were either 19 or 20 on all seven pre-tests. On the post-tests, lowest scores were 1 or 3, and highest scores were consistently 20. Students did not show any notable pattern of improvement over the course of the set of lessons. They were performing at approximately the same level at the end of the study which they had established at the beginning.

2. Comparing the pre-test score to the post-test score for the same lesson, one finds little difference.

   - Taking the means for the population as a whole, the greatest improvement from pre-test to post-test was 2.4 points. In two lessons, average improvement was 0.8 and 0.7 of a point.
   - Looking at individual class means for each lesson, the greatest gains made were 3 points and 3.5 points. On the other hand, in three instances post-test means were lower by 0.2, 0.3, and 3 points.
   - Considering individual performance, in the 173 cases in which both pre-and post-test scores are available, there are 109 pairs of scores which show a gain. The usual

improvementwas only 1 to 3 three points, but in seven instances post-test scores were 6 to 8 points higher. One student improved by 9 points in the last pair of tests. There are 34 instances in which the pre- and post-test scores are the same, ranging from 1 point on both to 20 on both. In the remaining 30 cases scores went down on the post-test, usually only by 1 or 2 points, but in three instances by 5 or 6 points.

3. Looking at performance on each of the three sections of the test, these results are seen for the population as a whole:
   - Part One, in which the students had to match a spoken word, phrase, or sentence to its written form, consistently showed the best results. Means for thewhole population ranged from 81.4% to 89% correct on the pre-test are from 76% to 94% correct on the post-test. However, in two lessons the group mean went down from pre-test to post-test.
   - Part Two, the reading cloze passage, showed means from 37.8% correct to 57.4% correct on the pre-test, and from 53.2% to 67% correct on the post-test. In six out of seven lessons, the group mean was higher on the post-test than on the pre-test.
   - Part Three, sentences to write from dictation, showed the lowest mean scores for the whole group, as well as the greatest variability in the performance of individual students from week to week. It is also the section in which the means show the greatest change from pre-test to post-test. The lowest pair of pre- and post-test scores for this section was 26.8% and 40.8% corrrect, which nevertheless shows a gain of 14 percentage points. The highest pair of scores was 60% and 67% correct, for a gain of 7 percentage points.

4. There was no notable difference in scores under the captioned condition as compared to the non-captioned treatment. This holds true both when comparing the same lesson taught by different teachers under the two conditions, and when comparing the same teacher's class using the two treatments. Some reasons for this are presented in the next section.

Discussion

The following discussion is organized in terms of the seven expectations listed on pp. 3-4. In general, we have found strong qualitative support for Expectations 1 through 5. Expectation 6 (gains on post-tests) is not supported by the quantitative data, and we suggest possible reasons for this. We were surprised to find that Expectation 7 (relative

appropriateness of CCTV lessons for different proficiency groups) was not borne out, and we cite observational data to explain this. In the section which follows, we present ideas which might form the basis for a follow-up study.

Expectation 1

We found ample qualitative evidence in the interviews, questionnaire, and observations that student attitudes about the technology were positive, and that these attitudes facilitated language growth on the part of the participating students. Young second language learners like CCTV and demonstrate a strong sense of achievement when they are able to comprehend and relate to the presented CCTV materials. In addition, CCTV lessons provide ample opportunities for success via a variety of visual and auditory cues.

The high interest in the lessons allowed the students to produce language less self consciously, *i.e.*, they had something to say and their limited English proficiency language was not a barrier to classroom participation. Naturally, the teachers were largely responsible for facilitating the language production through appropriate, open-ended, thought-provoking questions. The positive attitude of the participating teachers was thus a crucial factor in explaining the attitudes of the students.

Standard, uncaptioned video is itself attractive to students, but, in the student interviews, we found evidence that students saw the captions as giving legitimacy to the lessons. They weren't just watching tv; they were learning how to read. Thus, in the hands of trained teachers, CCTV is capable of directing the innate appeal of television in ways which are pedagogically appropriate. First, it prepares the ground for learning through its initial appeal, and then it provides a multi-media context for the development of language lessons.

Expectation 2

A whole language context with visual, graphic, and oral/aural cues was provided by the lessons developed for this project, and this rich context was exploited by the teachers to encourage language learning. The coded transcripts have numerous examples of the multiplicity of such cues and the skill of the teachers in exploiting the cues for linguistic purposes. The lessons focused and drew attention to the correspondence between spoken and written language and to the mechanics of language, e.g., spelling, verb endings, plural forms, etc. It also provided an opportunity for students to read what they had just seen and heard and served as a check or reinforcement of listening comprehension. Moreover, it acted as a useful pacing mechanism for developing reading and speaking fluency.

Furthermore, the novelty of seeing the words of the dialog or narration superimposed on the picture motivated students to read and to participate enthusiastically in reading activities based on the captions.

Teachers were skilled at exploiting the technology, but they could exploit it more. In a future study, it would be useful to provide flexibility for teachers to design activities appropriate for their particular students.

Expectation 3

The use and development of language learning strategies was facilitated by CCTV since it engaged students and encouraged them to learn. Evidence for this was found in the self-report questionnaire and in the interviews following the use of the questionnaire. We have evidence of students taking responsibility for their learning. This seems possible because CCTV encourages the use and development of integrated learning strategies. The multiple input provides speech, writing, and supportive visual context all at the same time. The visual aspect is beneficial for visual learners, but other kinds of learners are also accounted for because of the audio and captions. Thus, CCTV lessons are equally accessible to children who use different types of language learning strategies. It may also encourage students to broaden the range of strategy types, *i.e.*, to expand their strategic repertoires to become more active learners. The final transcript demonstrates that the aural and visual information (running video and captions) taps into more types of learners than the typical visual learner-type lesson. Thus, retention and participation can also increase.

Expectation 4

The CCTV classroom language was exceptionally rich in terms of the variety of linguistic acts generated by the lessons. Students were eager to initiate questions and comments about the CCTV instruction rather than to feel constrained to wait for prompts from teachers. This richness of language was clearly related to the affective factors, since the students felt comfortable enough to use language in productive and unguarded ways. This relates in part to the appeal of video in general, but it seems clear that captions help to make television more appropriate to the language learning environment. The children themselves realized that television needs to be controlled. The multiple input provided by CCTV gives students many opportunities to acquire language; the primary purpose of the lesson plans is to help teachers maximize these opportunities and channel them in pedagogically appropriate ways.

Expectation 5

The CCTV lessons encouraged cooperative learning and were effective with heterogeneous grade level and language proficiency groups. The children

enjoyed working together on the various activities. Less proficient students had opportunities to pick up words and phrases from the audio and/or visual tracks. The more proficient students could access language from both sources, even to the point of noticing discrepancies between the two, and thereby becoming more conscious of linguistic usage and form. Students of different proficiency levels were able to share information through cooperative learning activities.

Expectation 6

We did not find consistent gains in student performance between the pre- and post-tests based on the CCTV lessons. There seem to be three reasons for this:

1. The lack of gains on post-test scores is attributable in part to the short duration of the lessons. It appears that two sessions of approximately 30 minutes each were not enough exposure to the material for any real effects to be noted on the tests. Likewise, teachers felt that sixteen weeks was too short a period for any longitudinal gains to show up.

2. The short duration of the lessons, moreover, did not permit sufficient exploitation of the captioning. The lack of any difference in test results assignable to the two treatments would seem to confirm the subjective judgments of the teachers on this point.

3. The differences in performance on the three parts of the test may reflect both the level of language proficiency of the students and the effects of the approach to reading instruction which is used in the mainstream classroom. The fact that students performed well in Part One shows that they can operate at least at the level of word recognition. On the other hand, in Parts Two and Three errors such as filling in words which were already supplied in the printed text make one question whether the students knew how to make use of the larger linguistic context as an aid to reading and listening comprehension.

It is interesting to note, however, that test scores did show consistent gains for three of the classes on the final lesson. The teachers generally agreed that Lesson 7 was more difficult than the others, and perhaps provided more opportunity for improvement. The one class that did not improve had students of very low language proficiency, and was also the class which had the fewest number of contact hours in the pull-out program.

The improvement in the SLOPE reading/writing scores indicated in Table 2 for the master teachers' students might also indicate positive effects of the CCTV lessons. Given her prior experience with the technology, one would expect that her implementation of the lessons would be the most thorough and sustained, and, therefore, the most likely to improve the students' language proficiency.

Nevertheless, the general consensus of the project participants was that it would have been very difficult to demonstrate pre-/post-test gains given the constraints placed on the pilot study. In the next section, some suggestions for future tests are presented in the next section.

Expectation 7

The CCTV lessons were not necessarily more appropriate for students with some literacy skills in place than with beginners. The role of the teacher, the attitudes of the students, and the kinds of activities and exercises used seem to play an important role. So long as the lessons are designed to allow teachers to target several proficiency levels, and so long as classroom contact is sustained, students can succeed even on "hard" lessons like "Parachute Jump." The two classes with the lowest proficiency students were remarkably different in terms of test scores, attitudes, and classroom language on Lesson 7. The post-test scores increased for one group of students and decreased for the other, and the former group was far more involved, both linguistically and attitudinally, in the classroom activities.

Future Steps

This pilot study has provided the basis upon which a follow-up study can be conducted. Therefore, we propose to:

- continue to evaluate the benefits of CCTV in terms of affective, strategic and linguistic factors;
- follow up on specific lines of inquiry suggested by the pilot study by revising and expanding the lesson plans, and by implementing and evaluating the program at the original four schools plus four additional schools in Prince George's County, MD, and at one new site in Medford, MA (a suburb of Boston);
- disseminate CCTV lesson plans, language teaching techniques, and language learning strategies through teacher training workshops in Medford, MA, in Prince George's County, MD, and through workshops and presentations at the national and local (Massachusetts, Baltimore, and Washington, D.C. area) affiliate meetings of the Teachers of English to Speakers of

Other Languages Association (TESOL).

More specifically, in this study we plan to:

- involve more teachers, classes, and school districts;
- allow project staff to observe a greater number of classes and conduct more, and more highly structured, observations and interviews;
- refine the observation instruments and use them more extensively;
- adapt instruction to a variety of teaching situations involving non-native English-speaking youngsters, e.g., to mixed classes of native and non-native English speakers, to classes in which non-native speakers are pulled-out of regular classes to receive special language instruction, and to classes involving homogeneous and heterogeneous grade levels;
- compare classes using CCTV with classes using traditional (i.e., non-video) instruction (the pilot study compared classes taught with video only versus those taught with CCTV);
- develop individual lesson plans which are more flexible, more sophisticated, contain more cooperative learning activities, and which are presented over a longer period of time;
- refine project objectives and link the lessons and lesson implementation more closely to the ESOL curriculum;
- refine testing instruments used for specific lessons and implement oral, aural, reading, and writing proficiency tests prior to and following the study to both the experimental (CCTV) group and to the control (non-video) group.

References

Fanselow, J. (1987). *Breaking Rules: Generating and Exploring Alternatives in Language Teaching.* New York: Longman.

Gillespie, J. (1981). The role of television as an aid in foreign language teaching. Urbana, IL: University of Illinois, School of Humanities, Language Learning Laboratory.

Koskinen, P. and Wilson, R. (1985). Closed-captioned television: A new tool for reading instruction. *Reading World,* 24:4.

Koskinen, P., Wilson, R., Gambrell, L., and Jensema, C. (1986). Closed-captioned television: A new technology for enhancing reading skills of learning disabled students. *ERS Spectrum,* 4:2.

Koskinen, P., Wilson, R., and Jensema, C. (1986). Using closed-captioned TV to teach reading. *American Annals of the Deaf,* 131:1.

Oxford, R. (1987). Strategy inventory for language learning (SILL). © R.L. Oxford.

Parks, C. (1986). A manual for closed-captioned television in ESOL instruction. Upper Marlboro, MD: Prince George's County Public Schools.

Parlato, S.J. (1986). Watch your language -- in captions. Presentation at annual conference of Teachers of English to Speakers of Other Languages, Anaheim, CA.

---------- (1987). The ASL-ESL connection: media for minority language. Presentation at 1987 CAIP Conference, Santa Fe, NM.

Price, K. (1983). Closed-captioned TV: An untapped resource. *MATSOL Newsletter,* 12:2.

Wilson, R. (1983). Two pilot projects which used captioned television in classrooms to teach reading to hearing children. Report submitted to the Department of Research, Division of Marketing, National Captioning Institute. Research Report No. 83-6.

APPENDIX A

GUIDE TO CCTV PROGRAMMING FOR ELEMENTARY SCHOOL STUDENTS AND TEACHERS

CLOSED CAPTIONED TELEVISION AND VIDEO PROGRAMMING

RECOMMENDED FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE (AGES 5-12)

Carolyn H. Parks

OUTLINE

CLOSED CAPTIONED TELEVISION AND VIDEO PROGRAMMING RECOMMENDED FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE (AGES 5-12)

I. General Guidelines for Selection of CCTV for ESL STudents

- A. Content
- B. Vocabulary
- C. Language Structures
- D. Length
- E. Captions
- F. Audio
- G. Action
- H. Text

II. CCTV Programs Selected for Use in CAL Project

- A. Sesame Street
- B. 3-2-1 Contact
- C. Reading Rainbow

III. Other Captioned Programs Suitable for ESL Students

- A. Public Broadcasting Service
- B. Commercial Broadcasts
- C. Home Video
- D. Public Library Collections
- E. Modern Talking Picture Service

IV. Sources of Further Information on CC Children's Programs

Closed Captioned Television and Video Programming Recommended for Students of English as a Second Language (ages 5-12)

GENERAL GUIDELINES

The videotapes selected for use in our project were carefully judged according to the following criteria.

1. Content

The content of the program should:

a. appeal to the interests and preoccupations of children
b. entertain and amuse
c. impart valuable or useful information: cultural, linguistic, and/or academic
d. illustrate situations in which people use language for specific purposes such as greeting, offering service, expressing likes and dislikes, instructing, comparing, demonstrating, reporting information, taking leave, etc.
e. stimulate conversation and participation in language activities designed to supplement the viewing experience.
f. motivate children to do further related reading

2. Vocabulary

The vocabulary used should

a. include common, useful, hi-frequency words typically targeted in the first, second, and third grade reading curriculum and which students will likely encounter again in other situations
b. be clearly presented with visuals that illustrate meaning and facilitate comprehension

3. Language Structures

The language structures used should

a. be correct and free of grammatical error, i.e. language models suitable for imitation and practice
b. be basic and direct in short simple sentences
c. be limited to common idioms
d. be free of an abundance of colloquial speech or slang

4. Length

The length of the program should be limited in order to

a. hold the attention and interest of children whose native language is not English
b. prevent concentration fatigue
c. allow time for multiple viewings for reinforcement of language patterns and reading practice
d. allow time for extension activities and exercises in writing, spelling, etc. that go beyond the actual viewing time.

5. Captions

The captions should

a. be short and easy to read
b. correspond as closely as possible to the audio, either verbatim or near-verbatim
c. be paced slowly (60-120 wpm) so that they remain on the screen long enough to facilitate reading at a first or second grade level of difficulty

6. Audio

The dialog or narration of the program should

a. be clear and easily comprehensible
b. be paced slowly
c. be spoken by a variety of voices

7. Action

The action of the characters or items on the screen should

a. be slow enough as not to distract the viewer from the spoken word and the captions
b. illustrate meaning clearly
c. present models of appropriate behavior

8. Text

The availability of written materials to accompany a program either in the form of a complete script, activity guide, teacher's manual or list of related reading is a valuable asset in making a captioned video program into an effective educational tool.

CCTV PROGRAMS SELECTED FOR USE IN THE CAL PROJECT

The captioned programs chosen as most suitable for use in the ESL classroom to help children learn English were:

1. Sesame Street - Children's Television Workshop - PBS

Designed for pre-school and early elementary school children, these programs help ESL children with basic language in many areas: reading, math, social skills, health, nutrition, etc. Some ESL children are already familiar with the foreign language broadcasts of Sesame Street in their home countries and readily identify with Bert, Ernie, Grover, Kermit, Big Bird and the whole Sesame Street gang. The programs are captioned at 60 words per minute, a pace that is manageable for beginning readers. As the programs are 60 minutes long, we chose only very brief segments (1-2 minutes) for use in our project. We found the dialogs between Grover and Kermit to be particularly good for language development and practice. The programs are broadcast daily and subscriptions to Sesame Street Magazine provide written supplementary material.

2. 3-2-1 Contact - Children's Television Workshop - PBS

In the process of teaching about science and the environment this series provides good language models and caption-reading experience. The recommended viewing audience is elementary and middle school age and the language is more appropriate for the high beginner or intermediate level ESL student. Each program runs 30 minutes. Teacher guides with supplementary materials and activities are available as well as broadcast schedules and subscriptions to 3-2-1 Contact Magazine.

3. Reading Rainbow - PBS

Each program of this award-winning series features a children's book which is narrated while the book's illustrations appear on the screen. The text is read v~~erbatim~~ while the captions appear verbatim at the bottom of the screen. A few of the programs are simple enough for the beginning reader. Each program runs 30 minutes, but the actual story-telling portion is usually only 3-5 minutes. The rest of the program provides preparation for and follow-up to the reading. Most local libraries have listings of the featured books in the series, so a complete script to the video is readily available. The segment we chose for the project, LIANG AND THE MAGIC PAINTBRUSH, was a favorite among teachers and students.

Of the 55 programs in the series, I have reviewed and selected the following as particulary suitable for ESL children.

READING RAINBOW - PBS - daily broadcasts

DUNCAN AND DOLORES
LITTLE NINO'S PIZZERIA
GREGORY THE TERRIBLE EATER
FEELINGS
KEEP THE LIGHTS BURNING, ABBIE
WATCH THE STARS COME OUT
ARTHUR'S EYES
RUMPELSTILTSKIN
BUGS
ABIYOYO
DIGGING UP DINOSAURS
THE PAPER CRANE
LIANG AND THE MAGIC PAINTBRUSH
KNOTS ON A COUNTING ROPE
OX-CART MAN
THREE DAYS ON A RIVER IN A RED CANOE
THE TORTOISE AND THE HARE
GERMS MAKE ME SICK
THREE BY THE SEA
THE MILK MAKERS
THE DAY JIMMY'S BOA ATE THE WASH
BRINGING THE RAIN TO KAPITIT PLAIN

Note: Reading Rainbow is available for rental and purchase from Great Plains National.(See index for address and phone number.)

OTHER CAPTIONED PROGRAMS SUITABLE FOR ESL STUDENTS

PBS Broadcasts

LONG AGO AND FAR AWAY

Adaptations of fairy tales and international children's classics dramatized and animated. Titles in the series include:

THE PIED PIPER OF HAMELIN - Robert Browing
THE RELUCTANT DRAGON - Kenneth Grahame
ABEL'S ISLAND - William Steig
THE HAPPY CIRCUS - from France
HUNGARIAN FOLKTALES - (Johnny Raven, The Hedgehog, Pinko)
THE TALKING PARCEL - Gerald Durrell
SVATOHOR - from Russia
THE SLEEPING PRINCESS - the Brothers Grimm
AS LONG AS HE CAN COUNT THE COWS - from Bhutan
THE MAN WHO PLANTED TREES - Jean Giono
THE SILVER CORNET - from Great Britain
BILL AND BUNNY - from Sweden
FROG AND TOAD - Arnold Lobel
WIND IN THE WILLOWS - Kenneth Grahame

An activity guide and newspaper supplement are available from H. P. Kopplemann. (See index for address.)

(PBS Broadcasts, cont.)

MR. ROGER'S NEIGHBORHOOD

CAPTAIN KANGAROO

RAMONA STORIES

NEWTON'S APPLE

NATIONAL GEOGRAPHIC SPECIALS
(some available from Erol's and public library collections)

NATURE

WONDERWORKS
Selected titles:
DANIEL AND THE TOWERS
THE LION, THE WITCH AND THE WARDROBE - C.S. Lewis
RUNAWAY
CHARLIE CHAPLIN (3-part drama)
ANNE OF GREENE GABLES - The Sequel - L.M. Montgomery
JACOB HAVE I LOVED - Katherine Paterson
KONRAD
TWO DADDIES TO LOVE ME
GOOD OL' BOY

COMMERCIAL BROADCASTS

ABC

The Wonder Years

ABC After School Specials

Bugs Bunny and Tweety Show

New Adventures of Winnie the Pooh

CBS

Adventures of Raggedy Ann and Andy

Jim Henson's Muppet Babies

NBC

Magical World of Disney

CABLE

Nickelodeon - Mr. Wizard's World

HOME VIDEO PROGRAMS

Available at video stores and libraries

FOX

Faerie Tale Theatre Series
Cinderella
The Emperor's New Clothes
Aladdin and His Wonderful Lamp
Jack and the Beanstalk
Pied Piper of Hamelin
Princess and the Pea
Rip Van Winkel
Rumpelstiltskin
Sleeping Beauty
Snow White and the Seven Dwarves
Three Little Pigs
Thumbelina

PLAYHOUSE VIDEO

Children's Songs and Stories
Dr. Seuss on the Loose
Green Eggs and Ham
The Zax
The Sneetches
The Cat in the Hat
Halloween is...
The Grinch Grinches...
The Lorax ...
Huckleberry Finn
Tom Sawyer

RANDOM HOUSE

My Sesame Street Home Video
Segments from Sesame Street edited and combined with new material to feature particular educational objectives or activities. 30 min.

Getting Ready to Read
Learning About Letters
Learning About Numbers
Play-Along Games and Songs
I'm Glad I'm Me
Bedtime Stories and Songs

Prince Georges County Library Video Collection

The Steadfast Tin Soldier - Hans Christian Anderson
The Ugly Duckling "
The Elephant's Child - Rudyard Kipling
How the Rhinoceros Got His Skin "
How the Camel Got His Hump "
First Class Scout
(See video collection catalog for more captioned titles)

MODERN TALKING PICTURE SERVICE

The captioned video programs in this collection are available to teachers in school systems that include hearing-impaired students. Listed in the "Captioned Films for the Deaf" catalog, the programs have teacher's lesson guides which summarize content, highlight special vocabulary and suggest follow-up classroom activities.

Some of the programs have been captioned at three levels of reading difficulty. At Level 1 vocabulary is limited and sentences are shortened and simplified for 1st or 2nd grade readers. At Level 2 sentences are longer and vocabulary is enlarged to a 3rd grade level. At Level 3 captions contain 4th grade reading vocabulary and more idiomatic expressions and follow the audio tract more closely than at Levels 1 and 2.

Learning Values with Fat Albert and the Cosby Kids (series)

Do Your Own Thing - Level 2
The Hospital - Level 1
Junk Food - Level 1
Smoke Gets in Your Hair - Level 3
Summer Camp - Level 1
Take Two, They're Small - Level 1
Uncle Monty's Gone - Level 1
What's Say? - Level 2

Some feature films on video cassette listed in the CFD catalog:

The Wizard of Oz
Alice in Wonderland
The ADventures of Huckleberry Finn
International Velvet
The Yearling
The Muppets Take Manhattan

Some episodes from TV series are also included in the CFD catalog:
(Check catalog for specific titles.)

The Waltons - Levels 2 & 3
ABC Afterschool Specials - Levels 1-2-3
NBC Special Treats Levels 1-2-3
Young People's Specials - Levels 1-2-3
Shazam Series - Levels 1-2-3

(8)

Sources of Information on Closed Captioned Children's Programming

PBS Tune-In Guide
Children's Programming Edition
- published bi-annually by the PBS Elementary/Secondary Service
- provides information on new programs to be aired each season on public television stations

WETA
Box 2626
Washington, D.C. 20013
(703) 998-2600
Attention: Community Coordinator

Modern Talking Picture Service
5000 Park Street, North
St. Petersburg, Florida 33709

Catalog and application available. Captioned Films for the Deaf

Random House, Inc.
400 Hahn Road
Westminster, Md. 21157
800 638-6460
(for purchase of My Sesame Street Home Video)

Children's Television Workshop
1 Lincoln Plaza
New York, NY 10023
For guides and subscriptions to Sesame Street and 3-2-1 Contact)

H. P. Kopplemann
140 Van Block Avenue
P. O. Box 1352
Hartford, CT 06143

(for guides to Long Ago and Far Away series)

Great Plains National
1800 N. 33rd St.
P. O. Box80669
Lincoln, Nebraska 68501
800 228-4630

(for rental and purchase of Reading Rainbow)

APPENDIX B

LANGUAGE LEARNING STRATEGIES
SELF-REPORT QUESTIONNAIRE

LANGUAGE LEARNING STATEGIES
SELF-REPORT QUESTIONNAIRE

Part A

1. When I hear a new word in English, I think about other words I know that are like it.

☐ Yes (12) ☐ Sometimes (15) ☐ No (1)

2. I use new English words in a sentence so I can remember them.

☐ Yes (6) ☐ Sometimes (16) ☐ No (6)

3. If I hear a new word in English, I picture what the word means in my head.

☐ Yes (16) Sometimes (8) No (4)

4. I remember words that sound alike, like cat, bat, and sat.

☐ Yes (13) ☐ Sometimes (12) ☐ No (2)

5. I remember new English words by thinking about where I saw them.

☐ Yes (15) ☐ Sometimes (9) ☐ No (3)

Part B

6. I say or write new English words several times so I will remember them.

☐ Yes (11) ☐ Sometimes (16) ☐ No (1)

7. I try to talk like my American friends.

☐ Yes (15) ☐ Sometimes (10) ☐ No (3)

8. I practice the sounds of English.

☐ Yes (11) ☐ Sometimes (10) ☐ No (7)

9. I look for words in _____ that are like the English words I learn.

☐ Yes (12) ☐ Sometimes (13) ☐ No (3)

10. If I want to ask a question in English, I think of a question I know and just change the words.

☐ Yes (4) ☐ Sometimes (11) ☐ No (10)

11. When I want to say something in English, I think of it in _____ first and then change it to English.

☐ Yes (12) ☐ Sometimes (9) ☐ No (6)

Part C

12. When I hear an English word that I don't know, I try to guess what it means.

☐ Yes (20) ☐ Sometimes (5) ☐ No (3)

13. When I can't think of a word in English, I use my hands, make faces, or point to things.

☐ Yes (8) ☐ Sometimes (17) ☐ No (3)

14. I use my own words if I don't know the English word.

☐ Yes (6) ☐ Sometimes (11) ☐ No (11)

15. I use my dictionary when I read.

☐ Yes (8) ☐ Sometimes (17) ☐ No (3)

16. I try to guess what the other person will say next in English.

☐ Yes (6) ☐ Sometimes (13) ☐ No (8)

17. If I can't think of an English word, I use a word that means the same thing.

☐ Yes (10) ☐ Sometimes (15) ☐ No (3)

Part D

18. I notice my mistakes in English and try to remember them to help me do better.

☐ Yes (16) ☐ Sometimes (9) ☐ No (2)

Part E

19. I try not to be afraid of making mistakes in English.

☐ Yes (5) ☐ Sometimes (19) ☐ No (4)

Part F

20. If I do not understand something in English, I ask the other person to slow down or say it again.

☐ Yes (15) ☐ Sometimes (12) ☐ No (1)

21. I ask for help from my American friends and other Americans I know.

☐ Yes (9) ☐ Sometimes (17) ☐ No (2)

APPENDIX C

FOCUS: FIVE CHARACTERISTICS OF COMMUNICATION

from J. Fanselow, Breaking Rules, 1987

FOCUS: FIVE CHARACTERISTICS OF COMMUNICATION

(Major Categories with Subcategories)

Source/Target		Move Type		Medium		Use		Content	
								life	f
						attend	a	formula	ff
						listen	al	general knowledge	fg
						read silently	ar	personal	fp
						smell	as	procedure	p
						taste	at	administration	pa
						touch	ah	check	pc
						view	av	classroom behavior	pl p
teacher	t					characterize	c	difficulty factor	pd
						differentiate	cd	name	pn
						evaluate	ce	roles	po
				linguistic	l			size	ps
individual student	s - s+					examine	cx	teaching direction use	pu
				aural	la	illustrate	ci	teaching rationale	pr
				visual	lv	label	cl	time / space	pe
		structuring	str			present	p	transition	pt
				other	lo	elicit	pe	work	pw
group of students	g - g+			nonlinguistic	n	query	pq	other	po
		soliciting	sol			question	p?	study	s
				aural	na			language	l
						state	ps	context	lc
entire class	c	responding	res	visual	nv	restate	r	dialects	ld
				other	no	explain	re	discourse	lo
						infer	n	formal	la
		reacting	rea	paralinguistic	p	reproduce	d	functions	lf
other	o			aural	pa	change medium	dc	genres	l
		bearing	bea	visual	pv	same medium	ds	grammar—form	lx
				other	po	set	s	grammar—meaning	lz
text	x					example	se	lexis	ll ln
				silence	s			mechanics	lm
						less than 1	sl	punctuation	lg
test	e					one word	so	register	lr
						part sentence	sp	rhetoric	le
						sentence	ss	sound	ls
						extended discourse	st	speech production	lh
						text	sx	style usage	ls
						unknown	su	ties	ll lv
								ways of life	lw
								unspecified language	lu
								other areas	o
								unspecified content	u

APPENDIX D

LESSON PLANS, PRE- & POST-TESTS FOR LESSONS 1-7

LESSON 1

KERMIT and GROVER explain "long" and "short"

(all) PRE-TEST

(all) Step 1: Brief introduction to the video segment

(all) Step 2: Listen and Watch (picture-sound-no caption)
3x
- Students try to understand from audio and visual clues
- Ask content and comprehension questions
- Students answer orally
  - after 1st showing - beginning of segment
  - after 2nd showing - middle of segment
  - after 3rd showing - end of segment
- Sample questions:
  - Who is he?
  - What is his name?
  - What do they look like?
  - What can they do?
  - What are they doing?
  - What does Kermit want?
  - What is Kermit explaining?
  - Will Grover help him?
  - What will Grover do?
  - What can Grover do?
  - Will Kermit help him?

(all) Step 3: Listen (sound only-picture blocked with text select)
1x
- Students try to imagine what is happening, w/o visual clues

(all) Step 4: Watch and Speak (picture only-no sound-no caption)
1x
- Students narrate or provide dialog, as a group

	(w/cc)	(w/o cc)
Step 5: 1x	Watch, Read, and Repeat (picture-caption-no sound) T pauses tape T models word or phrase SS repeat	Watch and Repeat (picture-no caption-no sound) T questions as in Step 2 SS supply word or phrase T pauses tape, writes word or phrase on vocab card T models word, SS read from card and repeat
Step 6: 1x	Watch, Listen, and Read silently (picture-sound-captions) SS try to identify differences between captions and audio	Listen and Watch (picture-sound-no caption) SS try to understand from audio and visual clues

(all) Step 7: No tape
Students recall contents of segment and paraphrase orally

	(w/cc)	(w/o cc)
Step 8: 1x	Watch, Read, and Dictate (picture-no sound-captions) T pauses tape occasionally SS dictate story SS read story	Listen and Dictate (picture-sound-no captions) T pauses tape occasionally SS dictate story SS read story

(all) POST-TEST

Teacher's Script

TEST 1

Part One
Listening comprehension and matching spoken word to written form
"I will say a word. Draw a circle around the word that I say."

1. go 2. bring 3. look 4. help 5. carry

Part Two
Word recognition and reading comprehension
"Read the sentences. Look at the words. Fill the blank with a word that makes sense."

Part Three
Listening comprehension and spelling
"Listen and write what you hear."

1. Get the ladder.

2. Bring it here.

3. I will carry it.

Note: Have the students write Part Three on the back of the page so that they can't consult Parts One and Two for spelling of unfamiliar words.

Scoring

Part One	5 words	x 1 point each	=	5 points
Part Two	5 words	x 1 point each	=	5 points
Part Three	10 words	x 1 point each	=	10 points

(1 point for each correct word, correctly spelled; ignore "extra" words which were not dictated)

TOTAL: 20 points

TEST 1

Part One

1.	get	go	goes
2.	bring	brick	baby
3.	long	little	look
4.	high	help	hit
5.	can	cute	carry

Part Two

bring	down	can
ladder	short	the

There are two ladders in the room. The long _____ is here.

The _____ ladder is there. I want _____ short

ladder. _____ you help me? Can you _____ the ladder?

Part Three

1. _____

_____

2. _____

_____

3. _____

_____

February 23, 1989

F I N A L

LESSON 2

Traffic Lights

Day One

(all) PRE-TEST

(all) Step 1: Brief introduction to the video segment

(all) Step 2A: Listen and Watch (picture-sound-no captions)
2x Students try to understand from audio and visual clues
Ask content and comprehension questions
Students answer orally
Sample questions:
What is that?
What color is that?
Where is the red light?
Where is the green light?
What does the red light mean?
What does the green light mean?
What are they doing?
What are the cars doing?
WHY questions, e.g. Why do we need traffic lights?

(all) Step 2B: Listen and Watch (picture-sound-no captions)
1x Oral cloze
Teacher pauses tape just before last word of sentence
Students try to supply word
Do this for 3 sentences
That is a traffic light.
The light on top is red.
The red light on top means stop.

(all) Step 3: Listen (sound only-picture blocked with text select)
1x Students try to imagine what is happening, w/o visual clues

(all) Step 4: Watch and Speak (picture only-no sound-no captions)
1x Students narrate or provide dialog, as a group
Pause tape if necessary

Lesson 2 continued

Day Two

	(w/cc)	(w/o cc)
Step 5: 1x	Watch, Read, and Repeat (picture-captions-no sound) T pauses tape T models word or phrase SS repeat	Watch and Repeat (picture-no captions-no sound) T questions as in Step 2A SS supply word or phrase T pauses tape, writes word or phrase on vocab card T models word, SS read from card and repeat
Step 6: 1x	Watch, Listen, and Read silently (picture-sound-captions) SS try to identify differences between captions and audio	Listen and Watch (picture-sound-no captions) SS try to understand from audio and visual clues

(all) Step 7: No tape
Students recall contents of segment and paraphrase orally

	(w/cc)	(w/o cc)
Step 8: 1x	Watch, Read, and Dictate (picture-no sound-captions) T pauses tape occasionally SS dictate story SS read story	Listen and Dictate (picture-sound-no captions) T pauses tape occasionally SS dictate story SS read story

(all) Step 9: No tape
Students give the segment a title
Students draw title picture
Students write about the picture

(all) POST-TEST

February 23, 1989

F I N A L
Teacher's Script

TEST 2

Part One
Listening comprehension and matching spoken word to written form
"I will say a word. Draw a circle around the word that I say."

1. stop 2. what 3. good 4. happen 5. man

Part Two
Word recognition and reading comprehension
"Read the sentences. Look at the words. Fill the blank with a word that makes sense."

Part Three
Listening comprehension and spelling
"Listen and write what you hear."

1. What is that?

2. It's a red light.

3. Red means stop.

Note: Have the students write Part Three on the back of the page so that they can't consult Parts One and Two for spelling of unfamiliar words.

Scoring
Part One 5 words x 1 point each = 5 points

Part Two 5 words x 1 point each = 5 points

Part Three 10 words x 1 point each = 10 points
(1 point for each correct word, correctly spelled; ignore "extra" words which were not dictated)

TOTAL: 20 points

February 23, 1989

F I N A L

TEST 2

Part One

1.	stop	top	out
2.	when	with	what
3.	green	good	go
4.	traffic	happen	bottom
5.	man	mean	means

Part Two

the	are	good
bottom	light	go

Traffic lights are red and green. The red _____ is on the top, and _____ green light is on the _____ . Green means _____, and red means stop. Traffic lights _____ important.

Part Three

1. _____

_____

2. _____

_____

3. _____

_____

March 3, 1989

F I N A L

LESSON 3

Let's Climb

Day One

(all) PRE-TEST

(all) Step 1: Brief introduction to the video segment
(Target body parts)

(all) Step 2A: Listen and Watch (picture-sound-no captions)
1-2x Students try to understand from audio and visual clues
Ask content and comprehension questions
Students answer orally
Sample questions:
What is the man doing?
Where is he going?
What is he climbing?
What is he wearing?
Is the boy big?
Is the boy scared?

(all) Step 2B: Listen and Watch (picture-sound-no captions)
1x Oral cloze
Teacher pauses tape just before last word of sentence
Students try to supply word
Do this for 6 sentences
This is the foot.
We will climb the neck to the face.
This is the mouth.
We are coming to the nose.
Those two beautiful pools are eyes.
Here is the ear.

(all) Step 3: Listen and Act (sound only-picture blocked with text select)
1x Students try to imagine what is happening, w/o visual clues
Students raise hand when they hear the name of a body part

(all) Step 4: Watch, Speak, and Touch (picture only-no sound-no captions)
1x Students identify body part as it appears
Students say name of part, touch part on selves
Pause tape if necessary

Lesson 3 continued

Day Two

	(w/cc)	(w/o cc)
Step 5: 1x	Watch, Read, and Repeat (picture-captions-no sound) T pauses tape T models word or phrase SS repeat	Watch and Repeat (picture-no captions-no sound) T questions as in Step 2A SS supply word or phrase T pauses tape, writes word or phrase on vocab card T models word, SS read from card and repeat

Target words (both groups): hand, toes, teeth, hair, fingers, chin, follow, hurry, climb

	(w/cc)	(w/o cc)
Step 6: 1x	Watch, Listen, and Read silently (picture-sound-captions)	Listen and Watch (picture-sound-no captions)

Both groups: SS do collective oral summary as whole group
T prompts to ensure chronological order

(all) Step 7: No tape
Students name body parts on selves
Start at toes, follow sequence used in tape

	(w/cc)	(w/o cc)
Step 8: 1x	Watch, Read, and Touch (picture-no sound-captions) SS touch body part on selves as part appears SS say name of part	Watch, Listen, and Act (picture-sound-no captions) T distributes to each S: 1 or 2 cards with names of body parts S holds up appropriate card when body part appears SS call out name of part

(all) Step 9: No tape
Students draw picture of body
Students title picture
Students label body parts

(all) POST-TEST

March 3, 1989

F I N A L
Teacher's Script

TEST 3

Part One
Listening comprehension and matching spoken word to written form
"I will say a word. Draw a circle around the word that I say."

1. chin 2. toes 3. nose 4. hurry 5. hair

Part Two
Word recognition and reading comprehension
"Read all the sentences. Then look at the words. Put the right word in each blank."

Part Three
Listening comprehension and spelling
"Listen and write what you hear."

1. Let's climb the ladder.

2. Follow me.

3. Put your foot here.

Note: Have the students write Part Three on the back of the page so that they can't consult Parts One and Two for spelling of unfamiliar words.

Scoring

Part One	5 words	x 1 point each	=	5 points
Part Two	5 words	x 1 point each	=	5 points
Part Three	10 words	x 1 point each	=	10 points

(1 point for each correct word, correctly spelled; ignore "extra" words which were not dictated)

TOTAL: 20 points

March 3, 1989

F I N A L
___Pre ___Post

TEST 3

Part One

1.	chew	chin	can
2.	toes	teeth	those
3.	nose	now	neck
4.	hand	carry	hurry
5.	hear	hair	ear

Part Two

it	hands	fingers
have	two	face

Let's count the parts of our body. We have one face. The _____ has one mouth, one nose, and one chin. We _____ two eyes and two ears. We have two arms with two shoulders, two elbows, and two _____. We also have _____ legs with two thighs, two knees, and two feet. Finally, we have ten _____ and ten toes.

Part Three

1. _____

_____

2. _____

_____

3. _____

_____

March 23, 1989

FINAL

LESSON 4

Martian Beauty

DAY ONE

(all) PRE-TEST

(all) Step 1: Brief introduction to the video segment (Martians, E.T., -ian endings)

(all) Step 2A: Listen and Watch (picture-sound-no captions)
1-2X Students try to understand from audio and visual clues.
Ask content and comprehension questions such as those below.
Students answer orally.
Sample questions:
- Who is she?
- Where is she from?
- Is she cute?
- What color are her ribbons?
- How many eyes does she have?
- How big are her eyes?
- Where does she look?
- How many holes does she have in her nose?
- What does she do when she goes to bed?
- How many arms does she have?
- How big are her arms?
- What does she look like?
- Who does she look like?
- How many toes does she have?
- Does she go shopping?
- Why doesn't she go shopping?
- Does she move?

(all) Step 2B: Listen and Watch (picture-sound-no captions) (model if necessary)
1-2X Teacher pauses tape after each line.
Students sing the line.

(all) Step 3: Listen for Rhymes (sound only-picture blocked with text select)
1X Teacher tells students: "Listen for a word that rhymes with ___."
Teacher pauses tape at end of part 1/2/3.
Students try to find word.
- Part 1: head (red, ahead, bed) (stop at line 338)
- Part 2: other (mother) (stop at line 346)
- Part 3: foot (put) (stop at last line)

(all) Step 4: Watch and Speak (picture only-no sound-no captions)
1X Students as a group count body parts as they appear.
Pause tape if necessary.

LESSON 4 CONTINUED

DAY TWO

	(W/CC)	(W/O CC)
Step 5: 1X	Watch, Read and Repeat (picture-captions-no sound) T pauses tape. T models word or phrase or let's SS try to model. SS repeat. (Target *-s* in *snores* and prepositions.)	Watch and Repeat (picture-no captions-no sound) T questions as in Step 2A. SS supply word or phrase. T pauses tape, writes word or phrase on vocabulary card. T or SS model word, SS read from card and repeat.

Target words (both groups): *has, goes, stays, looks, snores, hopping, shopping, up, down, around, straight ahead.*

	(W/CC)	(W/O CC)
Step 6: 1X	Watch and read silently (picture-captions-no sound) SS try to locate target words. When SS see word they shout or raise hands. T pauses if necessary.	Listen and Watch (picture-sound-no captions) SS hold up cards of target words and say words when they hear them. T pauses if necessary.

	(W/CC)	(W/O CC)
Step 7:	No tape SS get script. T asks questions from Step 2A. SS circle answers to questions.	No tape. T lines cards up in front of screen. T asks SS which card answers Step 2A questions. SS point to card, shout out card, or get card.

(all) Step 8: No tape.
SS dictate a description of the Martian Beauty.
T writes down what SS say.
T reads what SS said.
SS draw what T reads.

(all) POST-TEST

March 23, 1989

FINAL
Teacher's Script

TEST 4

Part One
Listening comprehension and matching spoken word or phrase to written form
"I will say a word or phrase. Draw a circle around the word or phrase I say."

1. she's 2. that one 3. some say 4. she looks like 5. she's stopping

Part Two (T may wish to do this after dictation)
Word recognition and reading comprehension
"Read all the sentences. Then look at the words. Put the right word in each blank."

Part Three
Listening comprehension and spelling
"Listen and write what you hear."

1. When mother goes shopping my sister stays home.

Note: Have the students write Part Three on the back of the page so that they can't consult Parts One and Two for spelling of unfamiliar words.

Scoring

Part One	5 words x 1 point each = 5 points
Part Two	5 words x 1 point each = 5 points
Part Three	10 words x 1 point each = 10 points (1 point for each correct word, correctly spelled; ignore "extra" words which were not dictated.)

TOTAL: 20 Points

March 23, 1989

FINAL
___Pre ___Post

TEST 4

Part One

1.	she	she's	sees
2.	That's one.	That one.	There's one.
3.	someone	some day	some say
4.	she likes to look	she's like	she looks like
5.	She's shopping.	She's hopping.	She's stopping.

Part Two

looks like cute puts

snores has stays

My sister's nine years old. She _____ like my mother, but she doesn't look

_____ me. She _____ blue eyes and red hair. She looks real _____ when she

_____ red ribbons in her hair.

Part Three

1. _____

_____

April 27, 1989

FINAL

LESSON 5

Grover the Salesman

DAY ONE

(all) PRE-TEST

(all) Step 1: Brief introduction to the video segment (Grover, Kermit, earmuffs)

(all) Step 2: Listen and Watch (picture-sound-no captions)
1-2X Students try to understand from audio and visual clues.
Ask content and comprehension questions such as those below.
Students answer orally.
Sample questions:
Who do you see?
Where are they?
What is Grover wearing?
What is he doing?
What is he selling?
What does Grover call Kermit?
What is Grover's job? (What does he do?)
What are the earmuffs for?
Does Kermit want to buy them?
Why not?
How does Grover help Kermit?

(all) Step 3: Listen and Watch (picture-sound-no captions)
1-2X Give students roles to think about playing as they watch the tape.

(all) Step 4: Role play (no video or sound) (make props in advance: ears, earmuffs, ties, hats)
Students in Grover/Kermit pairs re-enact the segment one time per pair.
Teachers who will be observed inform students that they will role play for visitors on next class day.

LESSON 5 CONTINUED

DAY TWO

(all) Step 5: Watch and listen
1X SS watch the tape one time in preparation for role play.
Teachers with observers remind students that one pair of students will re-enact scene for visitors.

(all) Step 6: Role play
1X One pair of students is selected to re-enact scene.
T and SS urge them on.

	(W/CC)	(W/O CC)
Step 7: 1X	Watch and read captions (no sound)	SS dictate story. T writes story on board. T asks students to close eyes and erases selected words.
Step 8:	SS get script with words deleted. SS fill in missing words. SS read story back to class.	SS read board SS come to board to put words back. SS read story back to class.

(all) POST-TEST

April 27, 1989

FINAL
Teacher's Script
(Before test is given, make sure students know who Grover and Kermit are, and what earmuffs are.)

TEST 5

Part One
Listening comprehension and spelling
"Listen and write what you hear."

1. Grover and Kermit don't have teeth.
2. Kermit doesn't have any ears.
3. Grover is not a frog.
4. He has ears.

Note: Have the students write Part One on the second page. Collect the dictation so they can't consult Parts Two and Three for spelling of unfamiliar words.

Part Two
Listening comprehension and matching spoken word or phrase to written form
"I will say a word or phrase. Draw a circle around the word or phrase I say."

1. I don't know. 2. He doesn't have 3. They are nice.

4. They aren't going. 5. What are you doing?

Part Three
Word recognition and reading comprehension
"Read all the sentences. Then look at the words. Put the right word in each blank."

Scoring

Part One	10 words x 1 point each = 10 points (1 point for each correct word, correctly spelled; ignore "extra" words which were not dictated.)
Part Two	5 phrases x 1 point each = 5 points
Part Three	5 words x 1 point each = 5 points

TOTAL: 20 Points

April 27, 1989

FINAL
___Pre ___Post

TEST 5

Part One (Write on the next page.)

Part Two

1.	I don't go.	I don't show.	I don't know.
2.	He doesn't have	He doesn't wear	He doesn't want
3.	Are they nice?	They aren't nice.	They are nice.
4.	They aren't going	They don't go.	They are going.
5.	What did you do?	What are you doing?	What do you do?

Part Three

doesn't	get	have	no
like	not	don't	has

Grover is selling earmuffs. He wants Kermit to buy the earmuffs. Kermit _____ want to buy the earmuffs because he doesn't _____any ears. Frogs have _____ ears. Kermit doesn't _____ the earmuffs. He tells Grover to _____ out.

Part One

1. Grover and Kermit _____teeth.

2. Kermit doesn't _____.

3. Grover _____.

4. _____ears.

May 11, 1989

FINAL

LESSON 6

Chinese Noodles

Day One

(all) PRE-TEST

(all) Step 1: Brief introduction to the video segment (China, Chinese, noodles)

(all) Step 2: Listen and Watch (picture-sound-no captions)
1x Students try to understand from audio and visual clues

(all) Step 3: Listen and Watch (picture-sound-no captions)
1x Pause tape after lines 298, 302, 312
Ask questions to target verbs: mix, roll, cut, eat
Students answer orally and act out steps in process
Sample questions:
What happens first?
What happens next?
What does the machine do?

(all) Step 4: Listen and Watch (picture-sound-no captions)
1x Students concentrate on steps in process
Students prepare to retell process

(all) Step 5: Retell (no video)
Teacher tells students: "Tell me how to make Chinese noodles."
Students as group and/or individually tell steps in process
Emphasize sequencing words: first, then, next, last/finally

(all) Step 6: Experience meanings (no video)
Students are given Play-Doh or clay and roller
Teacher directs students to roll out Play-Doh
Teacher asks questions about longer and thinner pieces
Target: roll, long, longer, thin, thinner

Lesson 6 continued

Day Two

(all) Step 7: Review (picture only)
1x Students tell what is happening as they watch

(w/cc)	(w/o cc)
Step 8A: Watch and Read 1-2x (picture-captions-no sound) SS read as video rolls	Reconstruct Process (no video) SS arrange sentence strips in order: How to Make Chinese Noodles Mix flour, salt, and water. Roll it thin and long. Roll it thinner and longer. Cut the noodles. Eat them.
Step 8B: Read (no video) SS get script cut in 4 pieces SS get page with 4 frames SS arrange pieces in order	

(w/cc)	(w/o cc)
Step 9: Watch 1x (picture-[redacted] captions-no sound) T pauses after 298, 302, 312 SS verify order of script	Watch 1x (picture-no captions-no sound) SS verify order of sentences

(w/cc)	(w/o cc)
Step 10: Read (no video) SS read aloud from their scripts	Dictate and Read (no video) SS dictate process of making noodles SS read dictated process aloud

(all) POST-TEST

May 11, 1989

Final
Teacher's Script

TEST 6

(Before the test is given, make sure that the students understand what noodles are.)

NOTE: Have the students write Part One on the second page. Collect the dictation so they can't consult Parts Two and Three for spelling of unfamiliar words.

Part One
Listening comprehension and spelling
"Listen and write what you hear. Be careful. Don't write a word if it is already there."

1. My father has machines where he works.

2. They make his work easier.

Part Two
Listening comprehension and matching spoken phrase or sentence to written form
"I will say a phrase or sentence. Draw a circle around the phrase or sentence that I say."

1. She uses it.
2. He's mixing them.
3. It's a longer time.
4. His hair is thinner.
5. a long noodle

Part Three
Word recognition and reading comprehension
"Read all the sentences. Then look at the words. Put the right word in each blank."

SCORING

Part One	9 words + 1 suffix -s x 1 point each = 10 points (1 point for each correct word, correctly spelled; ignore "extra" words which were not dictated)	
Part Two	5 phrases/sentences x 1 point each =	5 points
Part Three	5 words x 1 point each =	5 points
TOTAL:	20 points	

May 11, 1989

Final

___Pre ___Post

TEST 6

Part One

Write on the next page.

Part Two

1.	She's used it.	She's using it.	She uses it.
2.	He misses them.	He's mixing them.	He missed them.
3.	It's a long time.	It's a longer time.	It's the longest time.
4.	His hair is thin.	His hair is thinning.	His hair is thinner.
5.	a long noodle	a longer noodle	a Chinese noodle

Part Three

rolling	mixes	the	machines
good	makes	very	using

Cho's father makes Chinese noodles. He _____ flour, salt, and water together. He rolls _____ mixture to make it long and thin. He uses _____ to help him. After he _____ the noodles, we eat them. They are _____ good.

Test 6

___Pre ___Post

Part One

1. My father _____.

2. _____ easier.

May 25, 1989

FINAL

LESSON 7

Parachute Jump

Day One

(all) PRE-TEST

Steps 1A and 1B: Use 419-461

(all) Step 1A: Listen and Watch (picture-sound-no captions)
1x Set context for main part of lesson
Students try to understand from audio and visual clues
Teacher elicits general responses by asking:
What did you see?
Teacher prepares SS for 2nd viewing by telling them to be ready to answer a few specific questions
(Use questions like those in Step 1B)

(all) Step 1B: Listen, Watch, and Read (picture-sound-captions)
1x Students prepare to answer specific questions such as:
Who are they?
What is it? (parachute)
Where are they?
What are they going to do?

- - - -

---(521)---
She's going to push out.
swing around.
look straight forward.
kick off with her feet.

---(539)---
She's going to count.
pull to open the parachute.

(all) Step 4: Retell (no video)
Use verb cards from Step 3 as prompts
Students retell sequence
Emphasize sequencing words

- - - -

Lesson 7 continued

	(w/cc)	(w/o cc)
Step 8:	Watch and Read 1x (picture-captions-no sound) T pauses after 521, 539, 554 SS verify order of script	Watch 1x (picture-no captions-no sound) SS verify order of sentences

	(w/cc)	(w/o cc)
Step 9:	Read (no video) Teacher reads verbs SS circle verbs in script	Dictate, Read, and Write (no video) SS dictate process of making jump T erases 5-6 selected words SS fill in blanks

(all) POST-TEST

May 25, 1989

FINAL
Teacher's Script

TEST 7

Part One
Listening comprehension and spelling
"Listen and write what you hear."

1. _____your coat.	(Hang up)
2. _____your hand.	(Hold up)
3. _____your shoes.	(Kick off)
4. _____your sweater.	(Take off)
5._____your jacket.	(Put on)

Note: Have the students write Part One on the second page. Collect the dictation so they can't consult Parts Two and Three for spelling of unfamiliar words.

Part Two
Listening comprehension and matching spoken sentence to written form.
"I will say a sentence. Draw a circle around the sentence I say."

1.We're going to fly. 2. He's going to jump. 3. You're going to push.

4. She's going to count. 5. They swing over.

Part Three
Word recognition and reading comprehension
"Read the paragraph. Then look at the words. Put the right word in each blank."

Scoring

Part One	10 words x 1 point each = 10 points (1 point for each correct word, correctly spelled; ignore "extra" words which were not dictated.)
Part Two	5 sentences x 1 point each = 5 points
Part Three	5 words x 1 point each = 5 points

TOTAL: 20 Points

May 25, 1989

FINAL
___Pre ___Post

TEST 7

Part One (Write on the next page.)

Part Two

1. They're going to fly. We're going to fly. You're going to fly.

2. He's gone to jump. He's got to jump. He's going to jump.

3. You're going to push. You're pushing. You're pushed.

4. She's not counting. She's going to count. She isn't going to count.

5. They swing up. They swing out. They swing over.

Part Three

jump	fly	look	take	count
sit	have	put	straight	call

Jumpng out of an airplane is exciting. The jumpers _____up to 3,000 feet in the air. They _____in the doorway of the plane. When they are are ready, they _____their feet out. Then they _____straight forward and _____ off. Finally, they jump.

Part One

1. _____your coat.

2. _____your hand.

3. _____your shoes.

4. _____your sweater.

5. _____your jacket.

APPENDIX E

LESSON TRY-OUT FORM

LESSON TRY-OUT FORM

NAME: _____

SCHOOL: _____

LESSON: _____

CAPTIONED or UNCAPTIONED: _____

Please provide comments regarding each of the following:

1. Student reaction to
   tests:

   lesson:

2. Your reaction to
   tests:

   lesson:

3. How could the
tests be improved?

lesson be improved

4. Were there any unforeseen circumstances that affected your try-out either negatively or positively? Explain.

5. Would the lesson have been more/less successful if it had been presented in the captioned/uncaptioned mode? Explain.

6. Other comments?

APPENDIX F

ORIENTATION AND TRAINING WORKSHOP AGENDA

EVALUATING THE BENEFITS OF CLOSED-CAPTIONED TV PROGRAMMING AS INSTRUCTIONAL MATERIAL FOR ESL STUDENTS

Workshop Agenda

Monday, January 23, 3:30 - 6:30 pm, Greenbelt Middle School

Overview of Pilot Project

Closed-Captioned TV (CCTV) Instruction for ESL Students

Observation Instruments for Pilot Study
- Focusing on Classroom Language
- Focusing on Learning Strategies

Video Programs Available for Project
- Descriptions of Programs
- Selection of Segments for Lessons 2-4

Paperwork and Scheduling of Instruction/Observations

Wednesday, January 25, 3:30 - 6:30 pm, Greenbelt Middle School

Select Video Segments for Lessons 5-8

Develop Lesson Plans for Lesson 1

Begin Development of Lesson Plans for Lesson 2

Discuss Pre- and Post-Testing

Wednesday, February 1, 3:30 - 6:30 pm, Greenbelt Middle School

Complete Lesson Plans for Lesson 2

Develop Pre- and Post-Tests for Lessons 1 and 2

Finalize Observation Schedule

Attend to Final Details